1982

The Problem of Learning Disabilities Students of Limited English Speaking Background: A Descriptive Study

Raymond Rodriguez
Loyola University Chicago

THE PROBLEM OF LEARNING DISABILITIES STUDENTS OF LIMITED ENGLISH SPEAKING BACKGROUND: A DESCRIPTIVE STUDY

by

Raymond Rodriguez

A Dissertation Submitted to the Faculty of the Graduate School of Loyola University of Chicago in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

May

1982

Raymond Rodriguez
Loyola University of Chicago

THE PROBLEM OF LEARNING DISABILITIES STUDENTS OF LIMITED ENGLISH SPEAKING BACKGROUND: A DESCRIPTIVE STUDY

The study described an educational program for limited English speakers who have learning disabilities. The study evaluated the program following the guidelines of the CIPP Evaluation Model. Students in the program, their parents, teachers in the program and all other teachers who work in the building which houses the program, supervisors involved with the program, and an evaluator were asked to assess the degree to which the program effectively and efficiently served the needs of the students. The study analyzed students' and parents' perceptions of the effect of the program on students in comparison with the effect of their previous educational experiences; teachers' and supervisors' perceptions of the degree of importance of the program objectives; the evaluator's perceptions of the quality of the student identification process for the program; teachers', parents', students', and the evaluator's perceptions of the degree to which the program climate is supportive and responsive to their needs.

The findings of this study were as follows:

(1) The program has some effect on the students it serves as is indicated by results of the instruments mea-

suring the students' and parents' perceptions.

(2) Teachers and supervisors involved in the program perceive the program objectives as important.

(3) Students in the program and their parents perceive the program as more adequate towards meeting the students' educational needs than were the students' previous educational experiences.

(4) Human resources for the program are adequate.

(5) Students in the program and their parents have found the program climate to be supportive and responsive to the students' needs.

(6) Identification of limited English proficient learning disabled (LEP-LD) students is adequately achieved by the program.

The data collected in this study revealed a consistent pattern of efficiency and effectiveness in serving LEP-LD students on the part of the program studied. The differences between the achievement of program students in language proficiency level, word sight recognition, and mathematics computation and the progress in the same areas of students in the comparison group were varied enough in most instances that there can be little doubt about the possibility of developing programs which effectively and efficiently serve the needs of LEP-LD students.

ACKNOWLEDGEMENTS

The writer wishes to express his gratitude to Doctor Robert Cienkus, chairman of his committee and dissertation advisor, for his personal interest in this study, his competence, and his advice.

Sincere gratitude is expressed also to the two other members of the committee, Doctor Barney Berlin and Doctor Vinicio Reyes, for their help and encouragement.

A debt of gratitude is owed to Doctor Don Torreson, Superintendent of the Waukegan Public Schools, for his constant encouragement, his keen perceptions, and his valuable suggestions.

Grateful acknowledgement is rendered to Mr. William Vickers, Director of Special Education for the Waukegan Public Schools, and to Mr. Robert E. Abbott, Supervisor for Special Education for The Waukegan Public Schools, for their excellent cooperation.

Appreciation is extended to the students in the BIPAS program, their parents, and to the teachers and supervisors involved with the BIPAS program for their assistance in completing the questionnaires.

Special gratitude is due to the writer's wife, Sandria, and to his daughter, Navarra, for their continuous understanding and encouragement.

VITA

The author, Raymond Rodriguez, was born on July 5, 1944, in New York City, New York. He grew up in Spanish Harlem in New York City and currently resides in Waukegan, Illinois.

He obtained his elementary education in the New York City Public Schools and was graduated from the High School of Commerce in New York City in June, 1962.

He attended Shaw University in Raleigh, North Carolina, from August, 1962, until June, 1964, and Wisconsin State University, LaCrosse, Wisconsin, from August, 1964, to January, 1967, when he was graduated with a Bachelor of Science degree in Elementary Education. He earned a Master of Arts degree in Special Education at Northeastern Illinois University, Chicago, Illinois, in January, 1971. He earned a Master of Arts degree in Educational Administration at Roosevelt University, Chicago, Illinois, in June, 1974.

He has worked in the field of education in various capacities. He has been a teacher of English as a second language, 1967-1971; coordinator of a bilingual education program, 1971-1975; Assistant Director of the Department of Bilingual Education, Illinois Department of Education, 1975-1977; Public School Principal, 1977-19__. He is presently principal of Webster Junior High School in Waukegan, Illinois.

In January, 1974, he was accepted as a candidate for a doctoral degree in Education, with his major in Curriculum and Instruction, by the Curriculum and Instructional Department of Loyola University of Chicago. He has met all his course requirements and has passed his comprehensive examinations.

TABLE OF CONTENTS

Chapter Page

LIST OF TABLES

Chapter III

Chapter IV

LIST OF TABLES: continued

LIST OF TABLES: continued

Table | Page

LIST OF ILLUSTRATIONS
(or figures)

Figure Page

CONTENTS OF APPENDICES

CHAPTER I

OVERVIEW OF THE PROBLEM

Introduction

During the last fifteen years, a new profession devoted to serving the needs of learning disabled students has blossomed in the United States. The newness of the profession does not imply that the problems which it confronts are new. In actuality, the importance of these problems to our society and the perspectives by which their origins and solutions are viewed are what can be classified as new. While views of learning problems were once very narrow, research and education have profoundly enhanced our understanding of the learning disabled child.

Three factors seem to be particularly relevant in precipitating the development of the field of learning disabilities. They are the rapid advance of technology in the United States; the advance made in educational technology during and after World War II; and recent medical advances.[1]

Because survival in the modern world has become increasingly dependent on one's capability of comprehending and using technological advances, educational achievement

[1]Tanis H. Bryan and James H. Bryan, Understanding Learning Disabilities (Sherman Oaks, California: Alfred Publishing Company, Inc., 1978), p. 4.

has become the key requirement for existing jobs. A child failing to acquire academic skills can expect a dim future within the American society. Knowing this, American parents are particularly concerned about their children.

During and after World War II, new techniques were developed for teaching complex skills to soldiers and basic skills to illiterates who were prospective soldiers. Since the war, individualized and programmed instruction and behavior modification programs advanced by Grace Fernald, B.F. Skinner, and A.A. Lumsdaine, among others, have been incorporated into the educational system.[2] These developments, emphasizing the principles of learning and task analysis rather than the personality of the child, have enabled us to view individuals in more discrete categories regarding their abilities and learning requirements. In addition, learning disability specialists in education have been able to develop lists of specific behavioral and learning characteristics relevant to school failure.

Medical advances have resulted in increased numbers of developmental disabilities. Infants who once might not have survived gestation are more likely to suffer developmental and learning problems than infants who did not suffer

[2]Tanis H. Bryan and James H. Bryan, Understanding Learning Disabilities (Sherman Oaks, California: Alfred Publishing Company, Inc., 1978), p. 14.

these traumas.[3] Also, medical advances precipitated learning disabilities researchers' view that failure to learn can be seen in terms of physical malfunctioning rather than familial retardation or emotional disturbances. Until these developments, many parents were afraid or ashamed to publicly express their fears or to press schools and legislatures for assistance. Consequently, the discovery that failure to learn could be caused by brain damage rather than genetic deficiencies or some failure of the parents to help their children grow emotionally and socially relieved many parents and freed them to seek special help for their children.

It has been estimated that as much as 28 percent of the elementary school population in the United States suffers from a learning disability.[4] One research study (Rubin and Balow, 1971) reported that 41 percent of the kindergarten and first-grade children within their school district showed characteristics associated with learning disabilities and were in need of special classes taught by trained personnel.[5]

[3]E.E. Werner, M.P. Honzik and R.S. Smith, "Prediction of intelligence and achievement at ten years from twenty months pediatric and psychologic examinations," Child Development 38 (Fall 1968), pp. 1063-1075.

[4]R. Bruincks, G. Glaman, and C. Clark, "Prevalence of Learning Disabilities: Findings, Issues and Recommendations," U.S. Department of Health, Education, and Welfare Research Report #20 (June, 1971), p. 164.

[5]Ibid.

While identifying and remediating learning disabilities in students is specialized and complicated, the process is made more difficult if the student happens to be a limited English speaker. Such a student's learning style is necessarily different, because of his language variance, from that expected in the traditional instructional program for students who are English-speakers and who have been diagnosed as having learning disabilities. Even so, educators can and must continue to identify the special needs of limited English-speakers who are learning disabilities students, and they must continually adjust instruction to meet the individual differences and needs of students.[6]

The Coleman Report, Equality of Educational Opportunity (1966), documented the failure of American public schools in providing appropriate educational programs for all students.[7] These documentations supported criticisms already made of public education systems: our schools were not meeting the needs of all of our students; evaluation procedures were questionable; and minority students were bearing the brunt of the educational systems' inadequacies.[8]

[6]Samuel Kirk and Winifred D. Kirk, Psychologisitic Learning Disabilities: Diagnosis and Remediation (Urbana, Illinois: University of Illinois Press, 1975), p. 46.

[7]Sarane S. Boocock, An Introduction To The Sociology of Learning (Boston, Massachusetts: Houghton Mifflin Company, 1972), p. 212.

[8]Victoria Bergin, Special Education Needs in Bilingual Programs (Rosslyn, Virginia: National Clearinghouse for Bilingual Education, 1980), p. 6.

Passage of the Bilingual Education Act of 1968 addressed the needs of limited English proficient children through bilingual instruction. Section 702 of the Bilingual Education Act states:

> In recognition of the special educational needs of the large numbers of children of limited English speaking ability in the United States, Congress hereby declares it to be the policy of the United States to provide financial assistance to local educational agencies to develop and carry out new and imaginative elementary and secondary programs designed to meet these special educational needs. For purposes of title, "children of limited English speaking ability" means those who come from environment where the dominant language is other than English.

Through the Bilingual Education Act, funds were provided for the establishment of bilingual instructional programs, development of bilingual curriculum and materials, and bilingual teacher training.

Inadequacies of student and program evaluation methods and strategies have been a problem for limited English speakers in the American classroom. The Diana vs. California State Board of Education (1970), was a landmark case with significant impact on language assessment policies.[9] Nine Mexican American students had been placed in classes for the mentally retarded on the basis of I.Q. scores derived from the Binet or WISC, both of which are normed on a native English speaking population. After being tested bilingually, the students no longer fell within the mentally retarded

[9]Ibid.

range. The Riverside study (Mercer, 1971) supported findings throughout the country that limited English speaking children were being assigned to classes for the mentally retarded on the basis of inadequate and discriminatory testing procedures.[10]

Other cases, Arreola, 1968, and Guadalupe, 1971, raised the question of the inappropriate use of inadequate evaluation measures to place limited English speaking children in classes for the mentally retarded. In two other cases, Stewart vs. Phillips, 1970, and Covarrubias vs. San Diego Unified School District, 1971, the concept of awarding damages to students who allegedly suffered irreparable harm because of unfair labeling was developed.[11]

Far reaching ramifications have resulted from cases concerning the limited English speaker in our public schools. In 1970, J. Stanley Pottinger, director of the Office of Civil Rights, issued a memorandum specifying that "school districts must not assign national origin, minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills..."[12]

[10]Victoria Bergin, Special Education Needs in Bilingual Programs (Rosslyn, Virginia: National Clearinghouse for Bilingual Education, 1980), p. 7.

[11]Ibid.

[12]Ibid., p. 8.

More specific in their recommendations and more global in their ramifications are the Lau Remedies, which grew out of the 1974 Lau vs. Nichols case, and P.L. 94-142, which was signed into law in 1975. The Lau Remedies and P.L. 94-142 provide legal guarantee that minority language, handicapped students receive equal access to education. Special education and bilingual education must come together within the administrative structure of a school system to provide, in practice, what the law requires.[13]

Bilingual education, as well as special education, has emerged as an area of great controversy. In attempting to interface the two disciplines, one is forced to address political, pedagogical, and administrative problems which have not been dealt with before. Both of the disciplines reflect the changes that our educational value systems have undergone. Efforts to facilitate the education of minority language groups through multicultural and multilingual programs are results of these changes. Because of attempts to enhance the education of all exceptional children including limited English-speakers, these two separate disciplines have expanded tremendously which has led to the inevitable result that the two have met at a crossroads.[14]

Since the field of bilingual special education is

[13]Bergin, Special Education Needs in Bilingual Programs, p. 10.

[14]Ibid., p. 20.

still largely undeveloped, educational systems have had to plow new ground for the interdisciplinary merging of objectives. What skills must a bilingual special education teacher possess? How does one identify the limited English proficient learning disabled child? What type of training program would best develop his academic skills? How should programs be designed to cover necessary skills within a reasonable time frame? Within what evaluation context can the programs be assessed?[15]

Statement of the Problem

A search of the literature of special education programs and bilingual programs has shown that evaluations of learning disabilities programs do not provide educators with data necessary to judge how educational programs might be reshaped or modified to become more effective for the limited English proficient-learning disabled (LEP-LD) student. Part of the problem is the newness of the converged field.[16] Also, after a decade of the implementation of bilingual education programs under public funding sources, the debate concerning the philosophy and goals of bilingual education and the population to be served by bilingual programs is conducted from many perspectives. Critics question the need

[15]Bergin, Special Education Needs in Bilingual Programs, p. 21.

[16]Ibid., p. 3.

for bilingual education and claim that the effectiveness of bilingual programs has not been demonstrated. Others charge that valid and reliable evaluation of bilingual education programs has been inadequate to meet the information needs of a new and complicated educational program. Still others feel that the human and material resources for program implementation have been inadequate and that the instruments and technology for their evaluation have been virtually non-existent.[17]

This lack of information regarding the implementation and effect of bilingual programs is one factor which may have hampered the development of effective limited English proficient-learning disabled programs. Few evaluation studies have attempted to assess program impact, and those that have done so have received harsh criticism for their failure to consider the real issues and problems peculiar to the education of the limited English-speaking students. In addition, the large variation in design and quality of these evaluation reports and their lack of information regarding the nature, strengths, and weaknesses of classroom activities have rendered them virtually useless as models of replication or as sources for knowledge about program

[17]Ibid., p. 19.

implementation and effect.[18]

It seems clear that there is a need for a study which demonstrates the validity and reliability of contemporary evaluation theory through the practical application of a current evaluation plan to a program for limited English proficient-learning disabled students.

This study attempts to make a contribution to current evaluation literature by describing a program for limited English proficient-learning disabled students within the context of Daniel L. Stufflebeam's CIPP (Context, Input, Process, Product) evaluation model.[19]

In order to achieve this goal, it is necessary to define and clarify a number of special terms and ideas which will be used throughout the ensuing chapters and/or the comprehension of which will be necessary in understanding the CIPP model.

[18]R. Irizarry, Bilingual Education State and Federal Legislative Mandates: Implications for Program Design and Evaluation (Los Angeles, California: National Dissemination and Assessment Center, 1965), pp. 32-37.

[19]Blaine R. Worthen and James R. Sanders, Educational Evaluation: Theory and Practice (Worthington, Ohio: Jones Publishing Company, 1973), p. 144.

Terms

The following terms were adapted from the Educational Testing Service's Program Evaluator's Guide:[20]

Program evaluation- is generally defined as the process of determining the value or effectiveness of an activity for the purpose of decision making.

Value- is considered by the decision makers when both costs and benefits are measured in relation to human factors and dollars. The decision makers are interested in knowing the net value of something, its costs in relation to its expected outcome and/or benefits.

Effectiveness- is what tells the decision makers to what extent the program makes a difference and/or has made a difference. In essence, it explains to what extent the program has been successful in meeting the identified needs and anticipated objectives.

Decision making- is the act of deciding to continue, modify, and/or drop a program. The people deciding need accurate information on the value and effectiveness of the program in order to know what to do.

There are two kinds of program evaluations in which educators generally involve themselves. They are formative and summative evaluations.

[20]Alexander I. Law and William H. Bronson, Program Evaluator's Guide (Princeton, New Jersey: Educational Testing Service, 1977), pp. A1-A33.

Formative evaluation- generally takes place during the development of a program or instructional unit. It is concerned with fine tuning the implementation processes and measuring learner progress as the program moves towards the attainment of specified objectives. It also helps to assure that the program goals and objectives are met in an effective and economical manner.

Summative evaluation- generally takes place at the end of a program cycle. This type of evaluation is normally concerned with measuring the levels of learner achievement and the success or failure of program processes and procedures.

Context data- describes the program environment in which the program will function. It may include information on facilities, location, equipment, supplies, rules and policies, class organization, teacher skills and behaviors, attitude and support of the principal toward the program, discipline, and scheduling.

Program evaluation is a cyclic activity. It should be considered the nucleus of any educational program, for it interacts with a program's needs, its statement of goals and objectives, and its planning and implementation.

Learning disability- is a retardation disorder or delayed development in one or more processes of speech, language, reading, writing, arithmetic, or other school subjects resulting from a psychological handicap caused by a possible cerebal dysfunction and/or emotional or behavioral disturbance.

It is not the result of mental retardation, sensory deprivation, or cultural or instructional factors.[21]

The following terms were taken from Bilingual Education for Latinos: Educacion Bilingue para Latinos:[22]

Bilingual individual- is a person who can speak efficiently in his mother tongue and in another language and who can shift from one to the other as he chooses or as the occasion demands.

Bicultural individual- is a person who can function efficiently in either of two cultures and can shift from one to the other by choice or as the occasion demands.

Monolingual individual- is a person who has the ability to understand and communicate in one language as opposed to a bilingual who can understand and communicate in two languages.

Language proficiency- refers to an individual's competence in one language irrespective of performance in another language. Proficiency generally considers oral and aural competence as well as grammar, syntax and vocabulary.

Language dominance- is generally a dual language classification which considers the individual's fluency in each of

[21]James McCarthy and Joan F. McCarthy, Learning Disabilities (Boston, Massachusetts: Allyn and Bacon, Inc., 1969), p. 10.

[22]Leonard A. Valverde, Bilingual Education for Latinos: Educacion Bilingue para Latinos (Washington, D.C.: Association for Supervision and Curriculum Development, 1978), p. 7.

two languages. The individual is generally reported to be stronger in one language than the other, or equal in both.

Cultural diversity- is a condition of racial, ethnic, language, or physical differences from a dominant culture.

Socioeconomic deprivation- is a condition of legal or defacto denial of social-economic interaction combined with poor housing and jobs.

Spanish-speaking- designates that heterogenous population variously known as Spanish-Americans, Latin-Americans, Mexican-Americans, Hispanics, Hispanos, Spanish-surnamed people, who possess various combinations of cultural traits that can be traced to Spanish countries or Spain.[23]

Minority group- is any group which because of racial or ethnic origin constitutes a distinctive and recognizable minority in our society. Present examples of minority groups would include African-Americans, American Indians (Native Americans), Mexican-Americans, Puerto Rican-Americans, Asian-Americans, Cuban-Americans, Indo-Chinese-Americans.[24]

Geographic isolation- is a condition of being geographically

[23]Lyle Saunders, The Spanish-Speaking Population of Texas, Inter-American Education Occasional Papers V (Austin, Texas: University of Texas Press, 1949), p. 9.

[24]Council for Exceptional Children, Council for Exceptional Children Handbook (Reston, Virginia: C.E.C., 1979), pp. 10-19.

located away from the mainstream of society.[25]

Culture- is a total way of life of a group of people which includes all distinctively human activities that can be passed on from one generation to the next. Such activities include using a language, running a government, family life, value systems, religious ceremonies, and art.[26]

Disadvantaged- generally describes numerous designations used to define a particular population. The population of the disadvantaged is broad enough that it includes a variety of people who have not been able to enjoy culture and education to the fullest on account of various disabilities, whether social, linguistic, ideological, religious, or of any other origin.[27]

Learning disability- is a term which began appearing with regularity in the early 1960's largely as a substitute for the term "brain injured" and "minimal brain dysfunction." The relations of brain dysfunction in adults and the consequent loss of the ability to speak (aphasia), to write

[25]A.Y. Baldwin, G.H. Gear, and L.J. Lucito, Educational Planning for the Gifted: Overcoming Cultural, Geographic and Socioeconomic Barriers (Reston, Virginia: C.E.C., 1978), p. 9.

[26]H. Ned Seelye, Teaching Culture: Strategies for Foreign Language Educators (Skokie, Illinois: National Textbook Company, 1975), pp. 29-32.

[27]Hilda Taba and Deborah Elkins, Teaching Strategies for the Culturally Disadvantaged (Chicago, Illinois: Rand McNally & Company, 1966), p. 12.

(agraphia), or to read (alexia), and other studies on adults with brain damage have led many to believe that children who have difficulty in acquiring language, speech, or reading skills must have a developmental deficit within the brain which accounts for the difficulty in learning.[28]

Amelioration of the conditions of learning disability demands a relatively new educational approach which involves handicapped children with specific disorders in perceiving, thinking, listening, talking, reading, writing, spelling, arithmetic, and related disabilities primarily in the communications processes. Although there may be an overlap among these disabilities and other handicaps, these disorders are discrete as related to the traditional categories of such handicapping conditions as mental retardation, emotional disturbance, crippling conditions, deafness, blindness, and speech defects, all of which are included in special education programs.

A child with a learning disability is one who is in the normal range of intelligence. This child has no deficiencies in the periheral nervous system such as visual or hearing impairments. There exists, in other words, a dysfunction, malfunction, or short-circuit in the central nervous system that blocks certain learning channels or abili-

[28]Perceptually Handicapped Children, Inc., "Learning Disabilities", A Brochure (Evanston, Illinois: Perceptual Disabilities Society, September, 1977), pp. 3-4.

ties.[29]

Some of the categories that designate learning disabilities are:

Dyslexia- defined usually as "word blindness".

Agraphia- the inability to recall the kinesthetic patterns that go into writing.

Dysgraphia- a partial inability to write.

Aphasia- loss of ability to comprehend or express words in speech, writing or signs.

Aculculia- loss of ability to perform mathematical functions.

Asymbolia- loss of ability to use or understand symbols such as those used in mathematics, chemistry or physics.[30]

The concept of learning disability as used in education does not deny or reject a neurological deficit (acquired, genetic, or otherwise), but neither does it depend on a neurological determination. The major emphasis in identifying students with learning disabilities is on the use of psychological tests and/or observations for the purpose of organizing a remedial educational program. Such a program is rarely dependent upon a neurological or biological diagnosis but is very dependent upon the determination of psychological abilities and disabilities. This concept has led to the use of the term "specific learning disability"

[29]Helmer R. Myklebust, Progress in Learning Disabilities, (New York and London: Grune & Stratton, 1968), pp. 1-3.

[30]Ibid., pp. 210-218

instead of "brain damage or dysfunction" in psycho-educational circles.

The psychological evaluation assesses intellectual, visual motor-perceptual, and personality functioning. Generally children with learning disabilities range between lower average to average in intelligence. This differentiates them from the mentally retarded and forms the basis for measuring learning disabilities. Usually there exists a variance between the mental age obtained on the intelligence and the grade achievement scores in school. It is very important to be able to correctly interpret the data on the subtest items of the intelligence test which is an indication of both further avenues of testing necessary and procedure for remediation. The psychological evaluation encompasses five major areas of exploration, appraisal, or assessment in the field of special learning disabilities:

The intellectual area is concerned with establishing the intelligence level of the child, as measured by intelligence tests.

The personal-social area is concerned with identifying the child's ability to cope with himself and with his society and is especially concerned with having the child develop a strong, positive self-image that will aid him in combating or living with his problems.

The educational area is concerned with identifying the ways in which a child can learn or succeed and the ways in which

he fails. It deals with the question of what a child can do and what he can not do. The very term "learning disabilities" identifies it as an educational problem and as involving school progress.

The perceptual-motor area is concerned with establishing relationships between motor development and learning abilities. The vocational area is concerned with finding ways in which children with learning disabilities may be helped to become productive, self-supporting citizens who are able to cope with the world.[31]

The entire psychological evaluation is aimed at finding out what the child can and cannot do, especially in the school situation, and anything else involving the child's learning. It is geared to show the child's ability juxtaposed with what would be expected of him at his age and educational level (grade). It looks for specific sense modality and learning channels or perceptual or cognitive processes, trying to find intact areas of learning and deficient areas, so that the child can be taught through the functioning channels in an attempt to remedy the deficiencies in the others. The disabilities in children that are now grouped under the category of learning disability have historically had the attention of a number of disciplines,

[31]Doris J. Johnson and Helmer R. Myklebust, Learning Disabilities: Principles and Practices (New York, New York: Grune & Stratton, 1967), pp. 189-203.

particularly neurologists, who were interested in educational diagnosis and educational remediation.[32]

The concept of learning disability is an extension of the concept of intra-individual differences (discrepancies in growth within a single child) as contrasted to the more common concept of inter-individual differences (differences between children in a class). This concept of intra-individual differences has necessitated the development of better diagnostic psycho-educational tests.[33]

The primary educational goal for children with intra-individual differences is to develop a correct, natural, spontaneous flow of language. The teacher must act as a guide, giving the child the vocabulary and syntax necessary for meaningful expression of thought and feelings.[34]

Special education programs and services are being developed to assist all individuals who have educational needs in addition to or different from the regular education programs. Individuals who are limited English-speakers have educational needs which are different from those provided in the regular school programs. And individuals who have

[32]Ibid.

[33]Robert E. Abbott and Patricia Peterson, "Learning Disabilities, They're All Around You", (Bethesda, Maryland: ERIC Document Reproduction Service, ED 128-529, 1975).

[34]Ibid.

learning disabilities, in addition to a limited English-speaking ability, have even more "special" needs.[35]

Limited English proficiency children, according to the Illinois Office of Education, are those who: (a) were born in a country whose native tongue is a language other than English and who are presently unable to perform successfully in classes in which instruction is given solely in English; or (b) were born in the United States of parents possessing limited English-speaking fluency and who are presently unable to perform successfully in classes in which instruction is given solely in English.[36]

These children are further defined as falling into the following four categories:

(1) The student does not speak, understand, or write English, but may know a few isolated words or expressions.

(2) The student understands simple sentences in English, especially if spoken slowly, but does not speak English except isolated words or expressions.

(3) The student speaks and understands English with hesitancy and difficulty. With effort and help the student can carry on a conversation in English, understand at least parts of lessons, and follow simple directions.

[35]National Clearinghouse for Bilingual Education, Bilingual Special Education Packet (Rosslyn, Virginia: National Clearinghouse for Bilingual Education, 1980), pp. 12-13.

[36]State Board of Education, Rules and Regulations to Govern the Administration and Operation of Special Education, A Document (Springfield, Illinois: State Board of Education, 1979), pp. 3-4.

(4) The student speaks and understands English without apparent difficulty but displays low achievement indicating some language or cultural interference with learning.[37]

In order to meet the special educational needs of children, three to eighteen years of age, who have limited English-speaking ability and who come from environments where the dominant language is other than English, bilingual education programs have been established, to some extent, throughout the United States. Bilingual education is one approach to meeting the needs of the linguistically and culturally different learner. Theoretically, through bilingual-bicultural education, the child should be able to be integrated into the mainstream of life more quickly than through other forms of instruction. Through bilingual-bicultural education, the student is not required to give up his own language and culture; rather, he is enabled to operate both linguistically and culturally in English and in his first language. Many experts in the field see bilingual-bicultural education as the most important development in instruction for students who are limited speakers of English ever undertaken in Illinois public schools.

When the term bilingual is used in this country, there is frequently an inaccuracy as to the meaning attached to it. Some people think of a bilingual as an equilingual in all aspects of both English and the mother tongue, and

[37]Ibid.

some think a bilingual is one who speaks no English. However, when bilingual is used in its finest sense, it means that one is able to communicate efficiently in the mother tongue and also in another language system. He does not have to be equilingual in the two systems, and it is immaterial whether the two systems are languages, dialects of the same language, or varieties of the same dialect. Thus a bilingual's achievements may be limited to one aspect of a language, dialect, or variety of a dialect, such as understanding, speaking, reading, writing; or he may have varying degrees of ability in all these aspects. A teacher in a classroom of bilinguals is likely to encounter children who show great variety in their patterns of linguistic competency. Some may speak very little English while others may speak English almost as well as their mother tongue and/or as well as the teacher. A limited English-speaking child may be a bilingual child. A bilingual child can understand and communicate in two languages and is able to function in each language independently of the other. The bilingual individual may have equal skills in both languages, but generally he is more proficient in one than in the other.[38]

[38]Ricardo Garcia, Learning In Two Languages (Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1976), pp. 12-14.

Purpose of the Study

This study attempts to outline evaluation and educational approaches which constitute appropriate affirmative steps for limited English-proficient learning disabled students.

In order to bridge the gap between evaluation theory and practice, this study evaluated a limited English-proficient learning disabilities (LEP-LD) program following guidelines delineated by Stufflebeam's CIPP model.

The study focuses on the product evaluation component of Stufflebeam's model because it is this aspect of the LEP-LD program which will determine whether and to what extent the program is successful and generalizable; also, since experts in the areas of special education and bilingual education have deemed the program a "model" one, the major thrust of this study is not merely toward proving whether or not the program is adequately effective, but is geared toward describing the problems in identifying and providing services to LEP-LD students. Further, the study aims to present major implications of the LEP-LD program and of its possible replication, and it aims to present recommendations for the development and enhancement of LEP-LD programs.

The participants in this study, the program students and their parents, classroom teachers, special teachers, supervisors, and an evaluator, all of whom were directly

involved with the LEP-LD program, were asked to give their perceptions of the degree to which the program was or was not meeting its goals and objectives.

Research Questions

The following research questions were presented in the study to describe the perceptions of classroom teachers and supervisors regarding the LEP-LD program and to describe the efficacy of that program using the CIPP evaluation model:

1. What are the perceptions of classroom teachers and supervisors regarding the LEP-LD program?

2. What are the stated goals and objectives of the program?

3. What is the student language proficiency in the primary language and in English at the point of entry into the program?

4. What variables are considered regarding student eligibility for the program?

5. What has been the length of time that a student has been exposed to the program?

6. What is the optimum student/teacher ratio for the program?

7. What type of qualifications must the staff/teachers have to function in the program?

8. What is the content of the program, in relation to the participants' needs?

9. What are the expected outcomes as a result of participating in the program?

10. What methods are used to assess student eligibility for the program?

Significance of the Study

Important legislation has been mandated to assure limited English speaking learning disabled students of equal educational opportunity in our public schools. However, several factors may be seen as undermining the effect of this legislation. First, it seems that valid and reliable evaluation of bilingual programs and learning disability programs has been inadequate to meet the information needs of education decision makers. Second, while there may be much information on bilingual education and on learning disabilities as two separate fields, the necessary convergence of the two disciplines called for in the literature has not resulted in significant publications on the new converged field. Third, the literature reflects an inadequacy in the human and material resources for LEP-LD program implementation and in the instruments and technology requisite for their evaluation.

These factors which seem to undermine the effect of legislation mandated to assure LEP-LD students of equal educational opportunity in public schools are not unavoidable. In fact, inroads are being made into the process of adequate-

ly educating LEP-LD students. Two factors which would help to satisfy basic needs of LEP-LD education are (1) publications of models of LEP-LD programs and (2) valid and reliable evaluations of those LEP-LD programs. This study is significant in that it performs the two functions within the context of one LEP-LD program.

Evaluation of an Illinois public school system's Bilingual Individualized Program Assessment in Spanish (BIPAS) program, following the guidlines of the CIPP model, was selected as the focus of this descriptive study because BIPAS has been recognized and singled out state wide, regionally, and nationally as a model program which addresses the needs of limited English-speaking-learning disabled students. It is cited in the Bilingual Special Education Packet published by the National Clearinghouse for Bilingual Education as a model bilingual special education program. Representatives of the public school district have presented the BIPAS model at the Regional Conference on Special Education Needs of Multicultural/Multilingual Children held in Milwaukee, Wisconsin.[39] School district representatives also presented the BIPAS program as an ideal model at the National Council of Exceptional Children's Conference held in Dallas, Texas, in 1979.[40]

[39]Conference Program for Conference On Special Education Needs of Multicultural/Multilingual Children, Kenwood Conference Center, University of Wisconsin, Milwaukee, Wisconsin 1980.

[40]Ibid.

The widespread interest generated among special educators and bilingual educators by the BIPAS program strongly suggests that a study of the model will engender implications for curricular modification in the area of learning disabilities remediation for the limited English proficient-learning disabled student. The need for scholarly studies on the subject of LEP-LD students is certainly apparent. Practically none of the special education literature addresses itself specifically to the issue of LEP-LD students. Victoria Bergin's 1980 publication, Special Education Needs in Bilingual Programs, mentions only seven programs throughout the United States which serve LEP-LD students. The apparent high caliber of the BIPAS program, the scarcity of literature on the subject of LEP-LD students, and the fact that the BIPAS program is the only State funded program serving LEP-LD students in Illinois underscore the conclusion that the BIPAS program warrants publicized study.[41]

Assumptions

(1) The field of special education for limited English-speakers is in need of valid and reliable evaluations of LEP-LD programs.

(2) State and local educational and service agencies are responding to the need to develop programs and services

[41]Victoria Bergin, Special Education Needs in Bilingual Programs (Rosslyn, Virginia: National Clearinghouse for Bilingual Education, 1980), pp. 33-41.

for linguistic minority children.

(3) Reliable evaluation models can be applied to existing LEP-LD programs, resulting in useful information for decision makers of LEP-LD programs.

Limitations

(1) The program evaluation is limited to a program model utilized by one school district in addressing the needs of its LEP-LD students.

(2) There are no specific tools for the evaluation of programs for LEP-LD students.

(3) The newness of the converged field of special education and bilingual education results in a limited amount of data dealing with programs for LEP-LD students.

(4) The study is descriptive in nature. The information is provided to add to the field of special education for LEP-LD students.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The review of the literature relevant to this study is divided into six major areas:

1. an analysis of the area of learning disabilities from an historical perspective;
2. an analysis of the area of bilingual education in the United States from an historical perspective;
3. an analysis of the legal framework of limited English proficient-learning disabled public education provisions;
4. an analysis of bilingual education;
5. an analysis of learning disabilities;
6. a description of the CIPP model.

An Analysis of the Area of Learning Disabilities from an Historical Perspective

To best understand the developing profession of bilingual education-learning disability, one should examine its history. Unfortunately, at the time of this writing, the history of the converged field has not been recorded. The best one can do at the present is to look at the history

of each separate field and examine the legal framework mandating the convergence of the fields. One aim of this study is to serve as a record of theory and practice in the combined field of limited English proficiency-learning disability.

The study of learning disabilities is charted from the middle 1800's when phrenologists believed that one could achieve predictive and explanatory precision by studying and mapping the bone structure of a person's skull. The phrenologist's ability to unlock the secret of man's complexity to science by his ability to feel bumps on a person's head is not regarded as a failure because it set up a challengeable perspective.[1]

Challenging the bump-feeling method around 1873 was Paul Broca, but he maintained that specific parts of the brain were related to specific human processes. He labeled the loss of the ability to talk aphasia, and when two of his patients died, Broca performed autopsies on their brains reporting that both had suffered atrophy of a section of the brain. Ultimately, the loss of the ability to speak became Broca's aphasia or expressive aphasia. For the first time, it had been impirically demonstrated that there was a relationship between damage to a particular section of the brain and an observable symptom in man.

[1]Tanis H. Bryan and James H. Bryan, Understanding Learning Disabilities (Sherman Oaks, California: Alfred Publishing Company, Inc., 1978), p. 12.

Fritz and Hitzig (1870) mapped the motor cortex of dogs through the use of galvanic currents, cut out parts of the brain in ablation procedure, and demonstrated alterations in the dogs' motor movements.[2] Monk (1881) demonstrated through work with dogs and monkeys that partial or total blindness could be induced through physical assaults upon the occipital lobe of the cortex.[3]

Around 1874 Wernicke demonstrated the loss of the comprehension of speech, which became known as Wernicke's aphasia or receptive aphasia. Wernicke contended that damage to the temporal lobe of the cerebal cortex would result in the loss of speech comprehension. He also believed that there are neural connections between the temporal lobe, Wernicke's area, and the frontal lobe, Broca's area. Damage to this connection between the front and left sides of the brain would result in what is now called conduction aphasia. Symptoms include jargon, neologisms, and nonspecific vocabulary. Wernicke's correct hypotheses have helped refine our knowledge of speech disorders.[4]

[2]B. Bateman, "Learning Disabilities-Yesterday, Today, and Tomorrow," Exceptional Children 31 (1964), pp. 167-177.

[3]Tanis H. Bryan and James H. Bryan, Understanding Learning Disabilities (Sherman Oaks, California: Alfred Publishing Company, Inc., 1978), p. 14.

[4]Ibid., p. 13.

The pioneering efforts of these scientists influenced perspectives and techniques employed by the learning disability practitioner. Diagnostic procedures involving analysis of aphasia were adopted by modern psychoeducational specialists and applied to practically all types of learning problems not associated with obvious emotional turmoil.

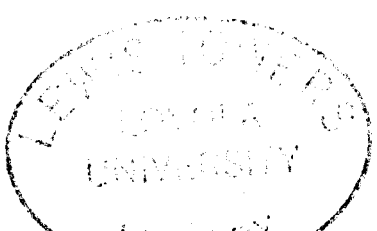
Jackson (1864) criticized localized theory. He believed that destruction of brain centers which destroyed words did not mean that the brain area responsible for words had necessarily been affected. He held that the search for the spot responsible for speech was futile because speech is not merely saying individual words. He anticipated modern linguistics by his emphasis on the sentence as the major unit for communicating ideas.[5]

Head, a student of Jackson, did extensive work with aphasiacs and concluded that aphasiacs did not suffer generalized intellectual impairment. He believed that brain damage which resulted in aphasia did not constitute stupidity but rather the inability to demonstrate intellectual capacities because of language difficulties.[6]

Weisenburg and McBride developed a classification scheme wherein aphasia was divided into the categories pre-

[5]Bateman, "Learning Disabilities-Yesterday, Today, and Tomorrow," pp. 167-177.

[6]Ibid.



dominantly expressive, problems in speaking and writing; predominantly receptive, problems in comprehending the speech of others; expressive-receptive, all types of language performance is affected; and amnesic, difficulty evoking words. Weisenburg and McBride were the first to compare in a systematic rather than an intuitive way the performances of aphasiacs with non-aphasiac subjects.[7]

Goldstein, a German physician who treated brain-injured soldiers in World War I, was a significant worker within Gestalt psychology. He believed that brain-damaged patients suffered perceptual impairments. He felt that they suffered decreased receptivity and increased reaction time because of a disintegration of the nervous system. He argued that whatever stimuli were affecting the individual would affect him for too long and in too many ways. This is known today as perseveration. Goldstein contended that the individual would be abnormally affected by external stimuli. This is known today as distractibility. In addition, Goldstein introduced concepts of psychic processes into the study of brain damage.[8]

In 1937, two of Goldstein's contemporaries, Werner and Strauss, came to the United States because of Hitler's rise to power. They spread Goldstein's views to colleagues

[7]Bryan, "Understanding Learning Disabilities," p. 16.

[8]Ibid.

and students in America, founding a whole school of American professionals including Lehtinen and Cruickshank, which resulted in the development of the field of learning disabilities. That area of learning disabilities known as perceptual handicaps is a specific and direct outcome of the substance of Goldstein's viewpoint.[9]

Strauss and Werner, situated at Wayne County Training School near Detroit, Michigan, worked together in studies of brain-damaged mentally retarded children. Strauss and Lehtinen (1947), and Strauss and Kephart (1955), argued that children with learning problems may have suffered brain damage and that learning problems could be organic rather than just genetic. The Wayne County group catalogued behavioral symptoms of brain-damaged children and facilitated the concern with the development of methods of remediation tailored to meet the educational requirements of a learning problem.[10]

The professionals who defined and shaped the young field of learning disabilities as we know it--Cruickshank, Kephart, Kirk,and Lehtinen, to name a few--were all influenced by Strauss, Orton, and Fernald, and are very active today.[11]

[9]Ibid., p. 17.

[10]Ibid., p. 18.

[11]Bateman, "Learning Disabilities-Yesterday, Today, and Tomorrow", pp. 167-177.

An Analysis of the Area of Bilingual Education from an Historical Perspective

The United States has a long history of bilingual instruction in public and private schools. The history of bilingual education can be divided into four periods.

The first period, 1550-1815, saw bilingual education being employed in the American Southwest. In the late 1550's, Jesuit and Franciscan missionaries used tribal dialects to teach Christianity to southwestern Native-Americans. In the East, protestant missionaries taught the English language, Christianity, and Anglo culture to Native-Americans. In New England, Lutherans established bilingual seminaries to teach in both German and English, and German-English schools flourished in other areas as well.[12]

During the second time period, 1816-1887, free public schools using a bilingual format arose. An 1834 free school law in Pennsylvania allowed teaching in German and English for students whose native language was not English. In 1839, Ohio required bilingual German-English instruction for native speakers of German in elementary school.[13]

During this period, the following states, in addition

[12]Ricardo Garcia, Learning in Two Languages (Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1976), p. 25.

[13]Ibid., p. 26.

to Pennsylvania and Ohio, enacted laws allowing bilingual instruction in public school: Arizona and New Mexico (1850), Wisconsin (1854), Illinois (1857), Iowa (1861), Kentucky and Minnesota (1867), Indiana (1869), Oregon (1872), Colorado (1887), and Nebraska (1913).[14]

A major factor responsible for the waning of bilingual schools was a congressional commission's establishment of boarding schools and assimilation policies for Native-Americans. By 1871, the government had taken complete control over Native-American schools, imposed an English-only rule, and eliminated the missionary bilingual schools.[15]

In the third period, 1887 to 1960, while both religious and public bilingual schools decreased, the greatest influx of non-English speaking immigrants occurred. Between 1887 and 1920, U.S. citizens spoke more than twenty different European languages. Many Asians came to this country, and Native-American tribes spoke more than forty-five different dialects.[16]

This third period was the most restrictive in terms of bilingual policy. Most states enforced laws allowing English only as a medium of instruction in public schools.

[14]Garcia, Learning in Two Languages, p. 27.

[15]Ibid.

[16]Ibid., p. 28.

Losing their licenses to teach if caught in the act of instructing in a language other than English deterred most teachers from breaking the English-only rule.[17]

During the third period, some bilingual schools were established for Chinese, French, Greek, and Japanese-American students. Most of the Japanese and Chinese-American schools were discontinued during World War II.[18]

In the fourth period, 1960 to the present, there has been a resurgence of bilingual programs. In addition to the passage in 1968 of PL 90-247, "The Bilingual Education Act," Lau vs. Nichols (1974), and PL 94-142 (1975), legitimatized bilingual education in the United States.[19]

An Analysis of the Legal Framework of LEP-LD Public Education Provisions

Along with Lau vs. Nichols, Public Law 94-142 gives an historical validity to programs for limited English proficient-learning disabled students. With the passage of the Education for All Handicapped Children Act of 1975, PL 94-142

[17]Leonard A. Valverde, Bilingual Education for Latinos: Educacion Bilingue para Latinos (Washington, D.C.: Association for Supervision and Curriculum Development, 1978), p. 7.

[18]Garcia, Learning in Two Languages, p. 27.

[19]Eloy Gonzales and Leroy Ortiz, "Social Policy and Education Related to Linguistically and Culturally Different Groups," Journal of Learning Disabilities 10, #6 (June-July, 1977), pp. 332-338.

reached a long awaited milestone in the struggle to provide equal educational opportunities for handicapped children. The law has many new features, but it has its roots in Federal laws which were developed in the late 1950's. PL 94-142 is a comprehensive revision of Part B of the Education of the Handicapped Act. The purpose of PL 94-142 is to develop programs designed to meet each handicapped child's unique educational needs in order to help each handicapped child become all he is capable of becoming, rather than placing the child on the basis of disability grouping. It is also the purpose of this law to assure that all handicapped children have available to them within the periods specified in section 612(2) (B) a free appropriate public education which emphasizes special education and related services deseigned to meet their unique needs; to assure that the rights of handicapped children and their parents or guardians are protected; to assist States and localities to provide for the education of all handicapped children; and to assess and assure the effectiveness of efforts to educate handicapped children.[20]

While handicapped children are defined as mentally retarded, hard of hearing, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired or other health impaired, or children with specific

[20]U.S. Public Law 94-142, The Education for All Handicapped Children Act (1975).

learning disabilities, PL 94-142 addresses only those children who by reason of their handicap need special education and related services in order to learn. The Act defines special education to mean specially designed instruction. This may include placement in a special class, or a special program designed to be carried out in a regular class setting. It may mean home instruction, or special training in physical education. It could be for children in hospitals or State schools and institutions.[21]

According to the law, the essential element of any system of specially designed instruction is that it must be based on an individualized education program designed to meet the unique needs of each child.

Some children who are handicapped speak languages other than English, or are limited English proficiency (LEP) students. They require special education programs and methods which are relatively undeveloped. The concern for such younsters is not new. Educators involved in the education of minority children have worried about their assessment and corresponding placement for a good many years.[22]

Equally as important to programs for the LEP-LD student are the implications of the Lau vs. Nichols decision.

[21]Ibid.

[22]Victoria Bergin, Special Education Needs in Bilingual Programs (Rossly, Virginia: National Clearinghouse for Bilingual Education, 1980), p. 8.

In 1974, the United States Supreme Court, in Lau vs. Nichols, ruled that "there is no equality of treatment merely by providing students with same facilities, textbooks, teachers, and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education.[23]

In the summer of 1975, the U.S. Office of Education and the Office of Civil Rights jointly issued the findings of a task force which was established after the Lau Decision. These findings have subsequently been known as the "Lau Remedies", and they outline the procedures for identifying, assessing, and placing students in programs appropriate to their linguistic and educational needs. The impact of the Lau Remedies has been felt in many districts throughout the country as bilingual programs have expanded. The emphasis on bilingual education has meant an increase in bilingual teacher training programs, bilingual textbooks, bilingual testing instruments, and bilingual support services.[24]

In 1975, after the issuance of the "Lau Remedies" an unusual phenomenon began to surface. Teachers of Bilingual education classes began complaining that they were getting increased placements of handicapped children in their classes.

[23]"Lau vs. Nichols Supreme Court Decision", Lau vs. Nichols, 414, U.S. 563 (January, 1974).

[24]National Clearinghouse for Bilingual Education, Bilingual Special Education Packet (Rosslyn, Virginia: National Clearinghouse for Bilingual Education, 1980), pp. IV-2-IV-8.

It seemed to be a turn-about from the time in which discriminatory over-representation of minority language youngsters in special education classes was the major issue. It became apparent that minority language children who were in need of special education classes were not being appropriately screened placed, or served.[25]

The literature concerning special education and bilingual education indicates that handicapped minority children are now being given educational program services, but the appropriateness of those services is questionable. One reason for such questioning is that students who are LEP and LD handicapped are placed in regular bilingual programs for lack of special classes, and assessment of their problems is in direct opposition to the specific recommendations of the Lau Decision and Remedies and Public Law 94-142. Another reason for such questioning is based on the lack of appropriate instrumentation and, more specifically, on the lack of bilingual special education teachers.[26]

The literature on special education and bilingual education indicates that evidently many limited English-speaking children with learning disabilities are not yet served or are improperly served. These youngsters must not

[25]Bergin, Special Education Needs in Bilingual Programs, pp. 8-9.

[26]Ibid.

only cope with their differences due to their linguistic and minority status, but must also struggle with the realities of being handicapped with other learning disabilities.[27] The literature indicates that minority parents continue to see education as a means for their children to raise their socioeconomic standard, but mental retardation and learning disabilities are big barriers to such objectives. Often the limited English-speaking children who have handicapping conditions such as mental retardation and learning disabilities are not able to meet their own goals or those of their parents. The literature further reveals many studies of the effects of bilingualism and bilingual education, but few studies relate directly to bilingual education and its effects on school achievement of children with learning disabilities.

The literature makes it clear that children who are from bilingual backgrounds often do poorly on standardized tests because they lack some essential communication skills which are measured by such tests. For instance, Hispanic-American children who are limited English-speakers are culturally different from monolingual English-speaking children, and they demonstrate those values held in their homes which often are different from those held in the community

[27]Robert E. Abbott and Patricia Peterson, "Learning Disabilities, They're All Around You" (Bethesda, Maryland: ERIC Document Reproduction Service, ED 128-529, 1975).

as a whole--unless that community is a "barrio."[28]

The literature indicated that bilingual education and special education parents, community groups, and educators continue to look for ways to provide better educational opportunities to LEP children. It has generally been accepted that a big problem relating to educational achievement among students from these groups has been the differences in language and cultural background between themselves and the schools; emphasis is now being given to bilingual/bicultural school programs.[29]

Recent estimates indicate that 13 percent of children aged 4 to 18 live in households in the United States in which a language other than English is spoken. There are 7.7 million children in these households. School districts are faced with the need to provide quality educational programs for these students. To partially meet this need, there are currently over 400 federally funded bilingual education programs attempting to provide assistance to students who speak a primary language other than English. Additionally, there are more than 800 bilingual programs funded with state and local educational dollars. These agencies are all trying to

[28]Aspira Inc. of Illinois, "Bilingual Education and Desegration," A Position Paper (December, 1976).

[29]Center for Bilingual Education, Assessment Instruments in Bilingual (Los Angeles, California: Northwest Regional Educational Laboratory National Dissemination Center, 1978), pp. 10-15.

provide services to bilingual students and adults.[30]

One critical concern of these programs at all levels is adequate instrumentation for identifying student needs, diagnosing student abilities, and evaluating student and program progress. Most people would agree that a good education and a good-paying job would rank at the top of the list in getting into the mainstream of American society. Given the realities of today's society, the latter cannot and will not exist without the former. In addition to giving one a decent living, a good education develops self-esteem and a mastery of the social amenities and rules which allow an individual to feel welcome into the mainstream of American life without racial/ethnic differences minimized.[31]

An Analysis of Bilingual Education

The Supreme Court decision in the Lau vs. Nichols Case (January, 1975) shows that the failure of the San Francisco Unified School District to provide special assistance to nearly 2,000 Chinese-American students who did not speak English denied them a meaningful opportunity to participate in the public education program and thus violated regulations and guidelines issued by the Secretary of HEW pursuant to Section 601 of the 1964 Civil Rights Act. The Supreme

[30]Aspira, "Bilingual Education and Desegration".

[31]Ibid.

Court recognized the special educational circumstance of the child of non-English and/or limited English-speaking ability and argued that "...there is no equality of treatment merely by providing students with the same facilities, books,... teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education." In the Lau Decision, the Supreme Court called for a program that would provide for the effective participation of pupils of limited English or non-English-speaking ability in the classroom, and stated that they must receive "...an education that is both meaningful and comprehensible".[32]

The need for special language instruction for pupils of non-English or limited English-speaking ability has been extensively discussed by the courts, by Congress, and by State legislatures. More than thirty (30) states have passed some form of bilingual legislation. It is considered that bilingual education programs are pedagogically sound and appropriate because of the very function they serve.[33]

The rationale for bilingual education is expressed by the following arguments:

1. Equal educational opportunity can only be achieved if the child is initially taught in his dominant language and respect is shown for his cultural heritage.

[32]"Lau vs. Nichols Supreme Court Decision", Lau vs. Nichols, 414, U.S. 563 (January, 1974).

[33]Valverde, Bilingual Education for Latinos: Educacion Bilingue para Latinos, pp. 4-5.

2. Schooling must be relevant to the pupil. Otherwise, education becomes merely a legal imposition, causing a high rate of failures and dropouts.

3. A positive self-concept is essential for success as a student and as an individual. The non-English dominant child need not sacrifice his rich native language and culture to achieve meaningful participation in the mainstream of society. Rather, his native language skills should be used to foster conceptual development while developing English language proficiency and increasing the pupil's self-confidence.[34]

Who needs bilingual education?

1. The newly-arrived non-English pupil who is unable to understand the concepts of subject content courses because they are taught in English--a language that, as yet, he does not understand.

2. The student who was born in the United States but who has a foreign language background and comes from a home with a different culture and is seeking a sense of self-identity and who could easily become bilingual/bicultural.

3. Students who because of improper emphasis and guidance have been deprived of the language and culture that identifies their specific ethnic group. These students should be granted the opportunity to regain their self-identity through bilingual/bicultural education.[35]

In the introduction to her study on teaching Spanish and English to Spanish-speaking children, Lozano has this to say about the handicap of the unfamiliar language:

> No one knows the extent to which Spanish-speaking children are handicapped by the use of a language foreign to them and by lack of contact with written Spanish. Obviously these children are handicapped in learning content material, at least until they have acquired considerable facility in the use of English, but one is unable

[34]Aspira, "Bilingual Education and Desegration," pp. 8-9.

[35]Ibid.

to say with even approximate certainty how long this continues.[36]

Baugh believes that language is not the greatest difficulty of the Spanish-speaking child when he enters school for the first time. She states:

> Although the language difficulty would seem to be the greatest handicap to the Mexican child when he enters school, this apparently is not the case. One of the primary considerations of the educator should be an attempt to make the general school atmosphere as agreeable to the foreign child as to the American child.[37]

She discusses the early experiences of the Spanish-speaking child in these words:

> During the first six years of his life the Mexican child undoubtedly undergoes many experiences which materially affect his attitudes, methods of response, and manner of thinking; therefore it is obviously unscientific to overlook these facts when he presents himself for instruction. Such a child is placed in a difficult and discouraging situation, when no opportunity is given for an exercise of much of the knowledge gained during his pre-school years.[38]

It has long been recognized that socio-economic status is an important factor in child development. This fact was stated by Sims many years ago:[39]

[36]Amparo A. Lozano, An Experiment in Teaching Spanish to Spanish Speaking Children, A Thesis (Austin, Texas: The University of Texas, 1932), p. 14-16.

[37]Lila Baugh, The Study of the Pre-School Vocabulary of Spanish Children, A Thesis (Austin, Texas: The University of Texas, 1933), pp. 10-20.

[38]Ibid.

[39]Verner M. Sims, The Measurement of Socio-Economic (Bloomington, Illinois: Public School Publishing Company, 1928), p. 20

> That difference among homes exist is evident. That these differences play a large role in the development of the habits and ideals, the character and personality of the child is to thinking people just as evident.

Goodenough describes the relation of socio-economic status to intelligence as follows:

> In spite of minor variations which are probably due in the main to the difference in employment standards, to fluctuation in industrial conditions at different periods or in different localities, and similar circumstances of the groups, the essential nature of the result is the same.[40]

Past educational practices are said to have maintained a posture of "Americanizing" the children of the non-English-speaking residents and immigrants. Many authorities appear to agree that the traditional monolingual/monocultural approach of American schools is much the cause of the Hispanic population's educational plight.[41]

Children who are linguistically and culturally different have sometime been expected to acquire a new language system and master the scope and sequence of the typical school curriculum at the same pace and rate as the native speakers of English. This expectation is said to have led to frustration, confusion, and trauma for many LEP students and parents in the torrent of alien school environments.

[40]Florence Goodenough, "The Relation of Intelligence of Pre-School Children to Occupation of Their Fathers" Journal of Psychology, 40:285-294 (April, 1928).

[41]Valverde, Bilingual Education for Latinos: Educacion Bilingue para Latinos, p. 7.

At other times, efforts have been made to provide English as a Second Language (ESL) instruction. However, many authorities contend that the ESL approach is limited because it does not take into account cognitive and affective development. The students are involved in the acquistion of English as a second language, but are falling behind academically. This causes an academic retardation or an academic void which may never be filled even after the child has acquired sufficient command of English to function in the regular curriculum. It was because of this perceived set-back that parents and leaders of the Hispanic community began and continue to press for bilingual education as a means of obtaining a better educational opportunity for their children. While it is not uncommon for teachers to expect LEP children to master the curriculum at the same rate and sequence as native English-speaking children and at the same time to acquire a new language in the process, this expectation is clearly unrealistic as evidenced by the high dropout rate and the low educational attainment of the Hispanic population.[42]

The traditional educational philosophy (mono-culture and English only instruction) has been seen as ineffective and is often blamed for the aforementioned high dropout rate

[42]Thomas P. Carter, Mexican Americans in School: A History of Education Neglect (New York, New York: College Entrance Examination Board, 1970), p. 4-8.

among the Hispanic population. Historically, the school saw its role as one of socializing the children who were culturally and linguistically different. Thus, the "Americanization" process took place by a philosophic stance that was basically exclusionary in nature. It excluded the language and culture of the child in the belief that the "melting pot" approach was sound and defensible.[43]

Language is learned in the intimacy of one's family and around those one cares about. It is in these comfortable surroundings that we express our most intimate feelings and emotions. Consequently, bilingual specialists contend that educators must accept and nuture, both verbally and nonverbally, the language children bring with them from home. In doing this, not only will educators indicate that the child's language is worthwhile, but also that the child is a worthy individual. As children sense this worth, educators can help them develop and reinforce a sense of efficacy. Children come to school with a language system that helps them cope with their environment. Educators can use the child's native language as the mediator between the child's culture and that of the school and the larger society.[44]

[43]Valverde, Bilingual Education for Latinos: Educacion Bilingue para Latinos, pp. 6-8.

[44]Ibid.

An Analysis of Learning Disabilities

Disabilities fall roughly into three categories: those of a physical nature--deafness, blindness, etc.,; those of an emotional nature; and those defined as learning disabilities.

Children with learning disabilities have been described as having common characteristics:

1. All are "retarded" or "disordered" in school subjects, speech or language, and/or manifest behavior problems. The terms "retarded" and "disordered" refer to a suggested discrepancy between the child's expected performance and his actual performance.

2. None are assignable to major categories of exceptionalities such as retardation or deafness.

3. All have some presumed neurological basis whether manifested as liability or disability.[45]

The ten most frequently observed characteristics in such children are:

1. Hyperactivity
2. Perceptual motor impairments
3. Emotional lability
4. General orientation defects
5. Disorders of memory and thinking
6. Disorders of the attention
7. Impulsivity
8. Specific learning disabilities in reading, arithmetic, writing and spelling
9. Disorders of speech and hearing
10. Equivocal neurological signs of electroencephalographic irregularities.[46]

[45] James McCarthy and Joan F. McCarthy, Learning Disabilities (Boston, Massachusetts: Allyn and Bacon, Inc. 1969), pp. 15-20.

[46] Perceptually Handicapped Children, Inc., "Learning Disabilities", A Brochure (September, 1979), pp. 1-3.

A diagnosis of a child with learning disabilities must distinguish him from the child with a categoric disability such as mental retardation or deafness; it must also suggest a course of action for the education of the individual. The identification process is usually performed through a differential diagnosis (diagnostic evaluation).

A diagnostic evaluation must include:

1. A medical evaluation including history, development details and family-social sections. In order to preclude any categorical disabilities such as hearing loss or visual acuity problems, medical screenings are imperative.

2. A behavioral assessment including academic history, a psychological evaluation and language evaluation are included in diagnostic evaluation.[47]

The effect of brain injury on learning performance is complex, and the factors such as age, onset of brain injury, and previous learning history will qualify these effects. The symptoms in diagnosis and their diagnostic validity have been called into question in recent research. The use of these symptoms with brain damage appear to be unwarranted. The development of linguistic, perceptual-motor, neurologic, and other remedial approaches to children with learning disabilities provides special educators with a wide array of special techniques. However, behavioral research has not unequivocally supported any of these approaches;

[47]Robert E. Abbott and Patricia Peterson, "Learning Disabilities, They're All Around You" (Bethesda, Maryland: ERIC Document Reproduction Service ED 128-529, 1975).

certainly research recommends no single approach to the exclusion of others.[48]

Identifying specific learning disabilities in LEP individuals is very complex. The difficulty becomes more apparent when one takes into consideration the cultural differences which may manifest themselves as non-verbal learning disabilities such as inappropriate gesturing and responding incorrectly to visual and verbal clues.

In assessing a specific learning disability of an LEP individual, a thorough multi-disciplinary differential diagnosis must be conducted by a person who is fluent in the individual's primary language and preferably by one who is throughly familiar with the individual's culture. The differential diagnosis is a prerequisite for establishing the individual's educational plan--be it bilingual education, learning disabilities, etc. A bilingual-bicultural diagnostician should be able to compare and contrast the two language systems and should be better able than his monolingual (English) counterpart to distinguish between problems involving linguistic and cultural differences and those involving true learning disabilities.

In the development of a program for LEP youngsters that are also learning disabled, priority must be given to

[48]Samuel A. Kirk and Winifred D. Kirk, Psycholinguistic Learning Disabilities: Diagnosis and Remediation (Urbana, Illinois: University Press, 1975), pp. 105-119.

the following four basic components: (1) control of attention and misdirected activity through a structured environment; (2) building competence through adjusted task and presentation; (3) improvement of deficit functions; (4) mastering of academic skills within the individual's ability range.[49]

Piaget indicates that one learns a language not only for communication with others, but to "internalize" a language system in order to think. If Piaget's precept is correct, one can quickly see why children learning a second language might have difficulties in learning that second language --particularly if these children have learning disabilities.

Screening:

Very often the identification of learning disabled youngsters comes about because teachers and/or parents begin to signify that these youngsters seem to be high risk students. A high risk youngster is one who might fail in school and who exhibits characteristics which seem to be hindering his intellectual, academic, or social/emotional potential. Screening and referral are two major approaches to identifying high risk youngsters. The screening procedures can only indicate the presence of high risk factors which then neces-

[49]Abbott and Peterson, "Learning Disabilities, They're All Around You."

sitate a comprehensive case study evaluation.[50]

There are many reasons that students may be identified as high risk. Teachers and parents will identify students as high risk as a result of observing such things as:

1. poor school achievement,
2. difficulty learning basic skills--reading, writing, spelling, and mathematics,
3. difficulty in understanding and using spoken language,
4. social/behavioral problems, inappropriate relationships with peers and adults,
5. motor incoordination,
6. poor work/study habits,
7. inability to judge space and/or time,
8. poor motivation,
9. inability to attend to the task,
10. disorganization,
11. poor, negative and/or unrealistic self-concept.[51]

Just because a student has a problem in school does not necessarily mean he will require special education services. The students with learning problems, for example, are often mistakenly labeled as learning disabled solely on the basis of lowered achievement levels. Lowered achievement levels are to be expected with lower intellectual potential and do not require learning disability services.

High risk factors in students may result from many different kinds of problems and may be identified because of:

1. hearing and vision screening at regular intervals during the student's school career,

[50]State Board of Education, Rules and Regulations to Govern the Administration and Operation of Special Education, A Document (Springfield, Illinois, 1979).

[51]Kirk and Kirk, Psycholinguistic Learning Disabilities: Diagnosis and Remediation, pp. 30-41.

2. speech and language screening of each student upon initial enrollment in a public school,
3. annual screening by teachers and other professional personnel for referral of those students who exhibit problems within their educational setting,
4. motor performance screening,
5. perceptual and cognitive functioning screening,
6. social and emotional development screening,
7. health status screening,
8. screening of information collected from parents.

If the problem can be identified and the situation modified through changes in classroom methodology, curriculum, grouping content, pace, instructional personnel or environmental expectation, etc.,this will hasten help to the student and the teacher and will thus relieve the burden of further evaluation.[52]

When a comprehensive case study evaluation is necessary, written parental permission must be obtained and the staff who will be involved in the evaluation should be informed so they may develop their individual assessment plan. There are several activities which should be done before obtaining parental permission and committing the efforts of a multidisciplinary team. These include observation of the student in the learning situation, working with a student in his problem area, and interviewing the teacher, the student, and the student's parents. A review of the student's cumulative folder may reveal data about the child.[53]

[52]Ibid., pp. 42-

[53]Ibid.

These activities should be performed by professional staff qualified to observe in the areas being investigated. In some cases, a review of existing data will suffice for completing certain areas of the comprehensive case study evaluation. In those areas where information is not current or is unavailable, it is then necessary to obtain parental permission to carry out the evaluation procedures.

Referral

A referral is a formal procedure by which a comprehensive case study evaluation may be requested. In developing an efficient referral system, it is helpful to use a common referral form for requesting possible special education services for a student who is experiencing difficulty in school. When referrals are being considered by school personnel, it may be helpful to first consult with the parents regarding the potential need for referral. Regardless of whether they come from school personnel, parents, outside agencies, or the student, referrals should be routed through a single referral processing system and should be given equal consideration and attention.[54]

A referral system could exist with special personnel within a school or as a centralized system within a district

[54]State Board of Education, Rules and Regulations to Govern the Administration and Operation of Special Education, A Document (Springfield, Illinois, 1979).

or a joint agreement. It is essential that systematic referral procedures be followed before referrals are forwarded to special education services for action. The building principal should be responsible for insuring that follow-through occurs on all referrals. If one or two persons have the responsibility for reviewing special education referrals, a rapid collection of referral material is possible, and a brief review can be made to be sure that all pertinent data have been included. In some cases it may be necessary to return the referral form to the referring source for more information. If, in other cases, the initial review by one or two staff members raises questions about the need for a comprehensive case study evaluation, then classroom observations, diagnostic teaching, or teacher consultation could be scheduled to validate the justification for an individual comprehensive case study evaluation. If a decision is reached that an evaluation is not necessary, the referring party should be informed of the reasons for that decision and suggestions for program modifications should be made by appropriate personnel.

There are three basic steps in conducting a comprehensive case study evaluation:

- The first step before conducting the case study is to verify that the need for an individual evaluation exists.
- The second step is to obtain written permission from the parents to evaluate their child.

'The third step is to generate an individual assessment plan. This is accomplished by reviewing all the data and information which accompany the request for evaluation and by identifying potential problem areas.

Evaluating the Student

Public Law 94-142 outlines the evaluation procedures required for all handicapped children:

State and local education agencies shall insure at a minimum, that:

a) Tests and other evaluation materials:
   1) Are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so;
   2) Have been validated for the specific purpose for which they are used; and
   3) Are administered by trained personnel in conformance with the instructions provided by their producer;
b) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a singly general intelligence quotient;
c) Tests are selected and administered so as best to ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (except where those skills are the factors which the tests purports to measure);
d) No single procedure is used as the sole criterion for determining an appropriate educational program for a child; and
e) The evaluation is made by a multidisciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of suspected disability.
f) The child is assessed in all areas related to the suspected disability, including, where appropriate, health, vision, hearing, social and emotional status,

general intelligence, academic performance, communicative status, and motor abilities.[55]

In evaluating a child suspected of having a learning disability, the multidisciplinary team shall include:

1) at least one person qualified to conduct individual diagnostic examinations of children,
2) the child's regular teacher,
3) or if the child does not have a regular teacher, a regular classroom teacher qualified by the State Educational Agency to teach a child of his age.

When individual plans of assessment are written to answer specific questions regarding the difficulties of individual students, the assessment process is different for each case study. Those involved in the evaluation process must be flexible in selecting different procedures or writing new evaluation objectives because the information obtained from investigating each question may raise new questions or suggest that other procedures might be helpful.[56]

The inquiry approach to a comprehensive case study focuses the multidisciplinary team's direction towards answering basic questions such as:

1) What kinds of problems does the student exhibit?
2) Under what circumstances does the student have dif-

[55]U.S. Public Law 94-142, The Education for All Handicapped Children Act (1975).

[56]Ibid.

ficulty or do things successfully?

3) What can the student do successfully and how does he do it?

4) How does the student try to cope or deal with his problem areas?

Evaluation objectives, stated in question form, provide a rationale for deciding what to evaluate and help focus the multidisciplinary team on the kinds of evaluative procedures which might be used.

The Multidisciplinary Staff Conference

Upon completion of a comprehensive case study evaluation, the multidisciplinary staff conference must be convened to discuss the evaluation and to reach a conclusion as to whether a student truly has a handicapping situation. More specifically the purpose of this conference is to:

1) establish a composite understanding of the student's problems,

2) determine the student's unique educational needs,

3) determine the student's eligibility for special education programs and related services,

4) determine the extent to which the student's needs can be met in the standard program, and determine the nature and extent of special education intervention under the least restrictive alternative, and

5) identify the long and short range goals for the

Individual Educational Plan.

Parents must be notified and invited to attend the multidisciplinary staff conference. The school agency must keep a record of its efforts to have parents represented at the multidisciplinary staff conference. The parents shall be notified in their native language of the purpose, time and location of the conference and who will be in attendance sufficiently early to insure them an opportunity to attend. An interpreter must be made available for parents who speak a language other than English or for parents who are deaf.[57]

Eligibility for Learning Disability Services

The Federal Regulations describe the criteria for determining eligibility for learning disabilities as follows:

a) A team may determine that a child has a specific learning disability if:
   1) the child does not achieve commensurate with his age and ability levels in one or more of the areas listed in paragraph (a) of this section, when provided with learning experiences appropriate for the child's age and ability levels; and
   2) The team finds that a child has severe discrepancy between achievement and intellectual ability in one or more of the following areas:
      i) oral expression;
      ii) listening comprehension;
      iii) written expression;
      iv) basic reading skill;
      v) reading comprehension;
      vi) mathematics calculation; or
      vii) mathematics reasoning.

[57]State Board of Education, Rules and Regulations to Govern the Administration and Operation of Special Education, A Document (Springfield, Illinois, 1979).

b) The team may not identify a child as having a specific learning disability if the severe discrepancy between ability and achievement is primarily the result of:

(1) A visual, hearing, or motor handicap;
(2) Mental retardation:
(3) Emotional disturbance; or
(4) Environmental, cultural or economic disadvantage.[58]

These guidelines are needed because the learning disabled individual exhibits a wide range of diverse behaviors and there has existed some controversy over the definition of learning disabilities.

The IEP for the LEP Student

The IEP for the limited English-speaker must take into account the cultural, linguistic and experiential background of the child. It must state the special education and related services needed, the date the services are to begin, and the estimated length of need. It must also include the extent to which the child will participate in the regular or bilingual program, the child's present levels of functioning, and annual goals and specific long and short term objectives. All of the IEP information must be clearly and succinctly stated and translated into the home language of the child.[59]

The team formulating the IEP should be knowledgeable

[58]U.S. Federal Register 94-142: LD 121a 541 (1975).

[59]Ibid.

about the following factors as they affect learning: (1) language acquisition, (2) language differences, (3) cultural differences, (4) regional variations in language, (5) socio-economic levels, (6) differences in cognitive styles, (7) attitudes and life styles.[60]

The student's educational plan should include a comprehensive program of language development that would support and facilitate remediation of the specific dysfunctions present. The IEP should present a carefully structured school program taught by specially trained learning disability and language teachers where the child progresses at his own level and pace in mastering academic skills and building competence.[61]

A Description of the CIPP Model

In Educational Evaluation and Decision-Making, the major concepts of Daniel L. Stufflebeam's CIPP Model are delineated. These concepts are the definition of evaluation; decision settings and decision types; and evaluation types.[62]

[60]Nancy Ayala-Vazques, "Bilingual Special Education: Ahora", In Hernan Lafontaine, et al (ed), Bilingual Education (Wayne, New Jersey: Avery Publishing Group, 1978).

[61]Nancy Dew and Ron Perlman, Protection In Evaluation for Linguistically Different Minority Children, A paper presented at the C.E.C. Convention (Philadelphia, Pennsylvania, 1980).

[62]Daniel L. Stufflebeam (Committee Chairman), Educational Evaluation and Decision-Making, Phi Delta Kappa National Study Committee on Evaluation (Bloomington, Indiana, 1971), pp. 49-117.

Stufflebeam's CIPP (Context, Input, Process, Product) evaluation model redefines evaluation as the process of delineating, obtaining, and providing useful information for judging decision alternatives. In other words, evaluation is the act of making up one's mind. The CIPP model provides guidelines necessary to the decision maker in adapting the new definition of evaluation:

(1) Evaluation is performed in the service of decision making and should provide information which is useful to the decision makers.

(2) Evaluation is a cyclic, continuing process and must be implemented through a systematic program.

(3) The evaluation process includes the main steps of delineating, obtaining, and providing. These steps provide the basis for a methodology of evaluation.

(4) The delineating and providing steps in the evaluation process are interface activities which require collaboration between evaluator and decision-maker; the obtaining step is a technical activity carried out mainly by the evaluator. Stufflebeam's CIPP Model describes educational decision-making from the aspect of the settings so as to provide a basis for conceptualizing a relevant methodology of evaluation. Stufflebeam describes four types of decision settings in which educational decision-making generally occurs. They are (1) metamorphism, (2) homeostasis, (3) incrementalism, and (4) neomobilism.

(1) Metamorphic decision making is geared toward producing a drastic change in an existing educational program.

(2) Homeostatic decision making is generally geared to maintaining the quality of a program. Its purpose is to keep a normal balance in an educational program and is always guided by technical guidelines and regular cyclical data collection.

(3) Incremental decision making is geared to making continuous improvement in a program.

(4) Neomobilistic decision making is geared to inventing, testing, and diffusing new solutions to significant problems.

In addition to knowledge of the four decision-making settings, in order to formulate an evaluation model capable of serving decision making, also needed is a typology of decisions whose categories are at the same time mutually exclusive and exhaustive of all possible educational decisions. This way all educational decisions may be classified as pertaining to (1) intended ends (goals), (2) intended means (procedural designs), (3) actual means (procedures in use), or (4) actual ends (attainments). Thus, decision-making can relate to four types of decisions: (1) planning decisions to determine objectives; (2) structuring decisions to design procedures, (3) implementing decisions to utilize, control, and refine procedures, and (4) recycling decision to judge and react to attainments.

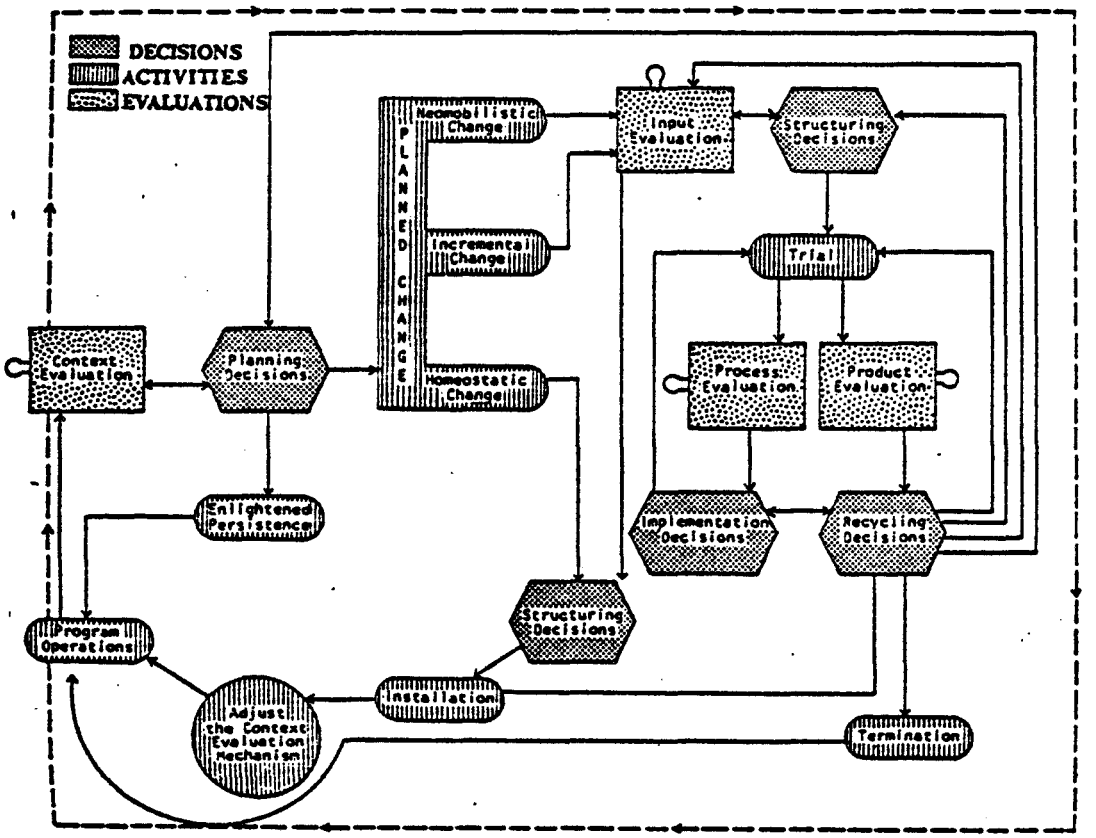


Figure 1

An Evaluation Model[63]

[63]Blaine R. Worthen and James R. Sanders, Educational Evaluation: Theory and Practice (Worthington, Ohio: Jones Publishing Company, 1973), p. 140

Corresponding to the four decision types are four evaluation types or CIPP (context, input, process, and product).

	CONTEXT EVALUATION	INPUT EVALUATION	PROCESS EVALUATION	PRODUCT EVALUATION
OBJECTIVE	To define the operating context, to identify and assess needs and opportunities in the context, and to diagnose problems underlying the needs and opportunities.	To identify and assess system capabilities, available input strategies, and designs for implementing the strategies.	To identify or predict, in process, defects in the procedural design or its implementation, to provide information for the preprogrammed decisions, and to maintain a record of procedural events and activities.	To relate outcome information to objectives and to context, input, and process information.
METHOD	By describing the context; by comparing actual and intended inputs and outputs; by comparing probable and possible system performance; and by analyzing possible causes of discrepancies between actualities and intentions.	By describing and analyzing available human and material resources, solution strategies, and procedural designs for relevance, feasibility and economy in the course of action to be taken.	By monitoring the activity's potential procedural barriers and remaining alert to unanticipated ones, by obtaining specified information for programmed decisions, and describing the actual process.	By defining operationally and measuring criteria associated with the objectives, by comparing these measurements with predetermined standards or comparative bases, and by interpreting the outcomes in terms of recorded context, input and process information.
RELATION TO DECISION-MAKING IN THE CHANGE PROCESS	For deciding upon the setting to be served, the goals associated with meeting needs or using opportunities, and the objectives associated with solving problems, i.e., for planning needed changes.	For selecting sources of support, solution strategies, and procedural designs, i.e., for structuring change activities.	For implementing and refining the program design and procedure, i.e., for effecting process control.	For deciding to continue, terminate, modify, or refocus a change activity, and for linking the activity to other major phases of the change process, i.e., for recycling change activities.

Figure 2

Four Types of Evaluation[64]

[64]Ibid., p. 139.

Program evaluation generally represent a strong and continuous look at the context evaluation mechanism. As was previously stated, that mechanism does three things: delineates, obtains, and provides information to the decision makers of a program so that they might change the program or continue to run it the way they are presently because it appears to accomplish the program goals and objectives.

Should the program evaluation indicate problems or need for change in order to improve the program, the decision makers might decide to make changes. Such changes can be of three types:

(1) Homeostatic change would be based on decisions to effect minimal changes supported by a high degree of relevant data collected by the program evaluator.

(2) Incremental change would be based on decisions to effect small changes supported by an initially low level of relevant information.

(3) Neomobilistic change would be based on decisions to bring about large change supported by an initially low level of relevant information.

The type of change to result from planning decisions determines the type of evaluation measures that might be called for. For instance, if drastic changes are required, ad hoc evaluation mechanisms to support such change are necessary. This facet of evaluation would also include an input evaluation study done in order to identify and assess strategies and methods to bring about the desired changes. This

type of input evaluation information would help decision-makers to make decisions in designing desired changes. Upon completion, the structuring decisions generally, but not always, lead to a trial or pilot stage where the change is tested to see whether it is ready for installation in the total system.

Next, process and product evaluation are included to aid in decisions pertaining to the pilot stage. Process evaluation provides information for decisions involved in efficient implementation of the trial. Process evaluation would occur at the same time and would support recycling decisions.

Finally, the CIPP Model presents a set of generalizable steps for developing evaluation designs. A design is "the preparation of a set of decision situations for implementation toward achievement of specified objectives." The evaluation design is selected or developed after the evaluator has selected an evaluation strategy. The logical structure of evaluation design is the same for all types of evaluation, no matter whether the type is context, input, process, or product evaluation. The basic steps for developing an evaluation design are:

(1) Focusing the Evaluation
    a. identify the major levels of decision-making to be served.
    b. for each level of decision-making, project the decision situations to be served and describe each in terms of its locus, focus, timing, and composition of alternatives.

c. define criteria for each decision situation by specifying variables for measurement and standards for use in the judgement of alternatives.
d. define policies within which the evaluator must operate.

(2) Collection of Information
a. specify the source of the information to be collected.
b. specify the instruments and methods to be used.
c. specify the sampling procedure to be used.
d. specify the conditions and schedule to be followed.

(3) Organization of Information
a. provide a format for the information.
b. designate the manner for performing the analysis.

(4) Analysis of Information
a. select the analytical procedures to be used.
b. designate a means for performing the analysis.

(5) Reporting of Information
a. define the audience for the report.
b. specify means for providing information.
c. specify the format for evaluation reporting.
d. schedule the reporting of the information.

(6) Administration of the Evaluation
a. summarize the evaluation schedule.
b. define staff and resource requirement and plans.
c. specify means for meeting policy requirements for conduct of the evaluation.
d. evaluate the potential of the evaluation design for providing information which is valid, reliable, credible, timely, and pervasive.
e. specify and schedule means for periodic updating of evaluation design.
f. provide a budget for the total evaluation program.[65]

[65]Ibid., p. 144.

CHAPTER III

RESEARCH DESIGN

Introduction

This study evaluated the effect of a learning disabilities program on the school performance of limited English proficient children enrolled in the program. It also identified and described important characteristics of the program students, staff, and school context, and of the various instructional approaches used in the program.

Participants

Five groups of participants were identified for this study: students, parents, teachers, supervisors, and an evaluator. Students were defined as children who had LEP-LD characteristics and were identified as eligible for the program. Parents were defined as individuals who had children who had been identified as LEP-LD students and were eligible for the program. Teachers were defined as traditional classroom and special education instructors who worked with students in the building that serves the program. Such positions included K-6 traditional classroom teachers, LD specialists, reading specialists, and bilingual LD specialists. Supervisors were defined as educators whose job responsibilities require that they provide teachers with

technical assistance in implementing the school district curriculum. Such positions included elementary principals, curriculum and special education directors, special education consultants, and bilingual consultants. Evaluator was defined as an individual responsible for observing the LEP-LD classroom over a period of time to assess program activities.

The program sample population to be included in the study was limited to students who qualified for the special program services. The special program serves students in grades 1-6. The study design involves a very small comparison group. This group is comprised of children who are eligible for the special program, but who are not participating in the program.

The LEP-LD program was identified as a focus of this study through consideration of the following criteria:

(1) The program is located in a city that has a population of approximately 70,000 people. The city is comprised of varied ethnic groups, with the school population reflecting the ethnic mixture.

(2) The school district has a large bilingual program serving 650 Hispanic LEP students.

(3) The program is the only one in the state of Illinois which is funded by the state to serve the Hispanic LEP-LD student.

(4) The program is gaining much local, state, regional,

and national recognition because of its program goals and approaches.

Data Collection

An initial meeting was held with the District Superintendent for the purpose of explaining to him the nature of the proposed study and for obtaining his permission to conduct the study. The following items were discussed: (1) the purpose of the study; (2) the methods to be utilized in assessing the program, i.e., questionnaires, interviews, and student records; (3) the responsibilities of the evaluator; and (4) the immediate effect of on-going evaluation on participants.

Subsequent meetings were held with the Director of Special Education and the Consultant for Special Education to discuss the methods of the study to be utilized in the evaluation of the program. The following items were discussed: (1) purpose of the study; (2) the methods to be utilized in assessing the program, i.e., questionnaires, interviews, and student records; (3) the responsibilities of the evaluator; and (4) the immediate effects of on-going evaluation on participants. In addition, the Director of Special Education was asked to provide the names of students identified as eligible for LEP-LD services, to provide the evaluator with access to the records of these students, and to provide the names of school district personnel involved

with the planning, the structuring, and the implementation of the program.

After reviewing student records and speaking to program planners, research instruments were adapted to gain information on the program for the body of the evaluation study.

The study uses five separate instruments. Each of the instruments is designed to test a different group of participants or to elicit different information from a participant group that had already been tested on another instrument used in the study.

Each of the instruments was designed not only to give the desired data, but also to necessitate a minimum of time and effort in answering and scoring.

The instrument that was used to test parents and students was given in both English and Spanish. It was translated from English to Spanish by the evaluator. It was then evaluated for clarity by six Hispanic educators, each of whom is from a different Spanish-speaking country, replicating the national backgrounds of the students in the program.

The research instruments were distributed to teachers, supervisors, students, and parents via the United States mail. Participants were instructed to return the research instruments via United States mail in the self-addressed stamped envelope attached to the research instrument. In-

struments distributed to teachers and supervisors were coded so as to make possible distinguishing between teacher and supervisor responses.

Research Instruments

Given the fact that the CIPP Evaluation Model has proved effective for assessing the worth of innovative programs, it was selected as the framework for this study. This study focuses on the product evaluation component of Stufflebeam's model because it is this aspect of the LEP-LD program that would determine whether and to what extent the program is successful and generalizable.

In selecting the instruments for the study, the following variables were considered to determine the effect of the program:

(1) the stated goals and objectives of the program, especially those dealing with linguistic and educational outcomes;

(2) student academic achievement and potential at the point of entry into the program;

(3) student academic achievement after participating in the program;

(4) psychological objectives of the program, such as attitude and self-concept, and participation in class activities;

(5) program design for accomplishing the objectives;

(6) the attitudes of personnel involved in or affected by the program.

Following is a list of the instruments used in the study:

(1) Questionnaires were used to measure the perceptions, attitudes, and/or judgements of students, parents, teachers, and supervisors regarding the program.

(2) Student special education records were used to record a wide variety of information relative to initial identification, assessment, and placement and to observe the status and/or progress of students once they were placed.

(3) Criterion-referenced achievement test information was used to look at each student's scores in relation to specific instructional objectives and subject matter.

(4) A classroom observation instrument was used by the evaluator to assess his perception of the quality of educational variables within the program.

Format of the Instruments

The research instruments were designed to implement the Product Evaluation segment of the CIPP Evaluation Model because it is this segment of the model which comprises the major focus of this study. Product Evaluation measures and interprets attainments during the implementation and duration of the program.

The specific objectives of the product evaluation

were:

(1) To determine whether or not the LEP-LD program is achieving its objectives.

(2) To assess student performance.

(3) To assess the characteristics of teachers and staff with reference to training, experience, and attitude toward the program.

(4) To assess, as far as possible, whether cognitive and effective outcomes of students are affected by the program format and whether they might be anticipated.

Teachers and supervisors were asked to perform the following tasks: (1) rate the program objectives relative to their importance, (2) indicate to what degree the program is meeting those objectives, (3) describe identifying data, i.e., years of experience and training. In the rating procedure, two kinds of information were asked for: (1) how the participants perceived each objective as it relates in importance to other objectives, and (2) how valuable they perceived each objective to be in terms of its usefulness (see appendix).

The program students and their parents were asked to perform the following tasks: (1) assess the effectiveness of the program, (2) compare the effectiveness of the program with the students' previous school experiences, (3) assess instructional approaches use in the program, and (4) assess the effect of the program on students' enjoyment of school.

The evaluator was required (1) to analyze case study data, (2) to analyze criterion-reference test scores and (3) to assess the quality of specific educational variables through classroom observation visitations.

Scoring the Research Instruments

This study employed five different research instruments and scoring procedures. The objective of instruments I and II was to assess student and parent attitudes toward the relative effectiveness of the program. A five point rating scale was used to assign values to each option: Poor=0, weak=1, good=2, very good=3, excellent=4. Four represented the highest possible score and degree of satisfaction with the program, and zero represented the lowest possible score and least degree of satisfaction.

With Instrument III, which was used to assess teachers' and supervisors' perceptions of the degree to which the program meets its objectives, a five point rating scale was employed to assign values to each option: poor=0, weak=1, good=2, very good=3, excellent=4. In all cases, 4 represented the highest possible score and level of agreement that the program is meeting its objectives, and 0 represented the lowest possible score and the least level of agreement that the program is meeting its objectives.

Instrument IV was used to assess teachers' and supervisors' perceptions of the degree of importance of the

program objectives. A three point rating scale was used to assign values to each option: not important=0; important=1; very important=2. The same procedure was followed in scoring instrument III as in scoring instrument II, except the highest score in Instrument IV was 2 and the lowest was 0, indicating the highest and lowest perceptions of degree of importance of the program objectives.

Instrument V was used by the evaluator to assess the quality of these educational variables within the LEP-LD program: student motivation and actions, staff competence and interactions, physical classroom settings, educational materials, and educational program. This instrument was used over a period of two years during which time the evaluator made sixty observation visits to the program rating all the program variables for a total of sixty times. A five point rating scale was used, with variables ranging from good to not applicable. Good represented the greatest degree of quality perceived within the program, and not applicable represented the perceived absence of relevance of an aspect of the educational variable to the quality of the educational context.

Instrument Validity

Construct validity of the research instruments was insured in that they were adapted from Program Evaluator's Guide-The Evaluation Improvement Program (1977) developed

as part of the California Evaluation Improvement Project and following the consultation of Marvin Alkin, Daniel Stufflebeam, et. al., and from Educational Evaluation and Decision-Making (Stufflebeam et. al., 1971). Student and parent questionnaires were adapted from an Illinois Office of Education questionnaire for evaluating bilingual program effectiveness.

Other means of insuring the validity of the instruments included review of the instruments by school psychologists, principals, bilingual curriculum specialists, learning disability specialists, a special education coordinator, a bilingual education coordinator, reading specialists, bilingual-learning disability specialists, traditional classroom teachers, and an English language specialist. The major purpose for this review was to allow a number of persons with the group's collective expertise to critique the content and design of the research instruments.

In addition, Instrument I, which was used to assess parents' and students' perceptions, was translated from English to Spanish by the evaluator and was reviewed for clarity by Hispanic educators from the backgrounds of students represented in the program. Four of the research instruments were administered to a group of ten bilingual education teachers who were knowledgeable about but who were not directly involved with the program. The group completed responses to the four research instruments without clarifi-

cation other than the written directions in about fifteen minutes.

Hypotheses to be Tested

The following null hypotheses were tested:

(1) The program has no effect on the LEP-LD students serviced by the program.

(2) Teachers and supervisors involved in the program do not perceive the program objectives as important.

(3) Students in the LEP-LD program and their parents perceive the program as less adequate towards meeting the students' educational needs than were the students' previous school experiences.

(4) Human resources for the program were not adequate.

(5) Students in the program and their parents have not found the program climate to be supportive and responsive to their needs.

(6) Identification of LEP-LD students is not adequately achieved by the program.

A Description of the Program: Context, Input, Process

This study describes a program for Spanish-speaking LEP-LD students which was instituted by an Illinois public school system during the 1977-1978 school year. The program was started with dual funding from the Special Education and Bilingual Education Departments of the Illinois Office of Education. The program was to be known as Bilingual Indivi-

dual Program Assessment in Spanish (BIPAS) and would be structured non-categorically, BIPAS would be a program for Spanish-speaking children whose primary language development in English placed them in Levels I through III in English language proficiency and who were eligible for special education as the result of an evaluation in their native language and a multidisciplinary staffing.

This LEP-LD program serves a city of approximately 70,000. The city is primarily industrial blue-collar, comprised of twenty-six different ethnic groups, with the public school population demonstrating the ethnic breakdown. Minority groups comprise 44 percent of the total school population. Given in numbers of students, this minority percentage equals 5,425 students. There are 650 Hispanic students enrolled in the district's bilingual education programs and 210 Hispanic students in special education programs.

School District Population Information

Table 1 is comprised of information derived from the public school system's 1976-77 and 1979-80 Fall Enrollment and Housing Reports. The table indicates that with the exception of the American Indian group, the number and percent of all minority groups have increased over the three year period from 1977-1980. Public school system's minority enrollment now comprises 44 percent of the total school

population as compared to 36.8 percent in 1977.[1]

Table 1: Racial/Ethnic Population Distribution

	1976-77		1979-80	
	N	%	N	%
Anglo	8,723	63.2	6.999	55.8
Hispanic	1,720	12.5	2,041	16.3
Black	3,177	23.0	3,280	26.2
American Indian	51	0.4	14	0.1
Asian	130	0.9	198	1.6
Total	13,801	100.0	12,532	100.0

Racial/Ethnic Distribution

Table 2 provides a breakdown by sex within racial/ethnic group by educational level within special education category, and by total for 1979-1980. This table is primarily for informational purposes relative to numbers of students receiving special education services.[2]

[1]Robert Wirsing and William Vickers, Report on Racial/Ethnic Distribution of Students Receiving Special Education Instructional Services, (Waukegan, Illinois: Waukegan Public Schools, 1980), pp. 1-15.

[2]Ibid.

Table 2: Racial/Ethnic Special Education Distribution for 1979-80

TMH	Anglo		Hispanic		Black		American Indian		Asian		Total by Level		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
K-6	5	3	3	1	4	2	0	0	0	0	12	6	18
7-8	3	1	1	0	3	0	1	0	0	0	8	1	9
9-12	44	26	4	3	9	6	0	0	2	0	59	35	94
Total by Sex	52	30	8	4	16	8	1	0	2	0	79	42	121
Total	82		12		24		1		2		121		

Table 2- continued

EMH	Anglo		Hispanic		Black		American Indian		Asian		Total by Level		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
K-6	13	15	7	3	40	36	0	0	0	0	60	54	114
7-8	6	5	3	0	26	15	0	0	0	0	35	20	55
9-12	26	15	6	1	39	21	0	0	0	0	71	37	108
Total by Sex	45	35	16	4	105	72	0	0	0	0	166	111	277
Total	80		20		177		0		0		277		

Table 2- continued

EH	Anglo		Hispanic		Black		American Indian		Asian		Total by Level		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
K-6	69	28	22	17	39	23	0	0	0	0	130	68	198
7-8	19	10	10	11	18	18	0	0	1	0	48	39	87
9-12	38	10	14	4	29	5	1	0	0	0	82	19	101
Total by Sex	126	48	46	32	86	46	1	0	1	0	260	126	386
Total	174		78		132		1		1		386		

Table 2- continued

BD	Anglo		Hispanic		Black		American Indian		Asian		Total by Level		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
K-6	9	1	1	1	8	4	0	0	0	0	18	6	24
7-8	1	0	0	1	4	0	0	0	0	0	5	1	6
9-12	10	2	1	0	26	11	0	0	0	0	37	13	50
Total by Sex	20	3	2	2	38	15	0	0	0	0	60	20	80
Total	23		4		53		0		0		80		

Table 2- continued

LD	Anglo		Hispanic		Black		American Indian		Asian		Total by Level		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
K-6	83	30	31	14	42	15	0	0	0	0	156	59	215
7-8	44	12	11	3	25	6	0	0	1	0	81	21	102
9-12	44	12	10	2	28	7	0	0	0	0	82	21	103
Total by Sex	171	54	52	19	95	28	0	0	1	0	319	101	420
Total	225		71		123		0		1		420		

Table 2- continued

	Anglo		Hispanic		Black		American Indian		Asian		Total by Level		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
Hearing Impaired	5	9	1	4	5	3	0	0	0	0	11	16	27
Visually Impaired	5	3	1	1	2	1	0	0	0	2	8	7	15
Waukegan Early Evaluation Program	21	8	6	3	19	6	0	0	0	0	46	17	63
Early Childhood	3	2	7	1	7	1	0	0	0	0	17	4	21
Total by Sex	448	192	139	70	373	180	2	0	4	2	966	444	1410

Percentages In Special Education

Tables 3 and 4 provide information on the relative percentages of given reference groups that are receiving special education in instructional services. With respect to the total school population, the percentage served by special education has dropped from 1977 to 1980 by one percentage point. Currently, 11.3 percent of the school population is being provided services. Longitudinally, the Anglo representation increased from 1974 to 1977 and decreased from 1977 to 1980 to the current level of 9.1 percent. The 0.6 percent decrease over the past three years corresponds to a net loss of 204 students. Hispanic representation remained essentially the same percentage-wise from 1974 to 1977 while showing a decrease of 1.3 percent from 1977 to 1980. However, due to increased representation of Hispanics in the district as a whole, the 1.3 percent drop corresponds to a net increase of 11 students. Black representation in terms of percentages increased significantly from 1974 to 1977 while showing a significant decrease of 3.1 percent from 1977 to 1980. This drop corresponds to a net loss of 84 students. Small numbers of students and incomplete data make longitudinal comparisons for the American Indian and Asian groups inappropriate.[3]

[3]Ibid.

Table 3: Percent of Total School Population in Special Education

Year	School Population	Special Education Population	Percent
1976-1977	13,801	1,695	12.3
1979-1980	12,532	1,410	11.3

Table 4: Number and Percent of Each Major Racial/Ethnic Group in Special Education

	1973-1974		1976-1977		1979-1980	
	n	%	n	%	n	%
Anglo	798	8.0	844	9.7	640	9.1
Hispanic	159	11.6	198	11.5	209	10.2
Black	494	16.2	637	20.0	553	16.9
American Indian	---	---	1	2.0	2	14.3
Asian	---	---	15	11.5	6	4.3

The LEP-LD program described in this study serves a school district which has attempted to meet the needs of bilingual students with learning disabilities by providing classroom resource programs, resource teachers who service bilingual students from all district schools, developmental reading programs, psycho-educational diagnosis, the early evaluation programs, consultative help for regular classroom teachers, and psychological services to identify children with learning difficulties.

It is important that once a child has been diagnosed

as having a learning disability, there is objective and subjective data to substantiate the label. The label, therefore, implies that the child has needs which must be addressed and met by additional educational planning and services. This school district claims that it meets these needs of its LEP-LD students through its BIPAS program.

Program Components:

- Preventive in philosophy
- Emphasis upon individual needs
- Developmental in sequence of skills
- Instruction in prime language
- Emphasis upon acquisition of oral language proficiency
- Resource room instructional service from Bilingual Special Education staff with instruction in least restrictive environment of regular classroom
- Parents are involved

Philosophy

The objectives for BIPAS indicate that the emphasis is upon the individual student. The goal is to provide an instructional resource service whereby the individual special education student whose prime language is other than English can progress at his rate in an educational program designed to meet his individual needs. Integral to the success of the educational program is the trained bilingual special teacher and bilingual aide. It is the responsibility of the

teacher to integrate all of the data available on each individual student, to administer informal diagnostic assessment devices, to do an analysis of specific tasks to identify instructional skill patterns of weaknesses and strengths, and to implement follow-up educational services based upon all available "input" on the individual. Reportedly, emphasis is upon communication through prime language for purposes of skill development and assessment. Oral communication development in English is an integral aspect of this program to increase language proficiency level for students.

Objectives For BIPAS

- To utilize individual profiles based upon assessment information in structuring the educational plan for each child.
- To develop students' skills in their deficit areas.
- To work cooperatively with available school personnel, specialists and parents to develop understanding of the child and promote services and follow-up needed by the child to compliment the school program.
- To utilize objective data as a means of evaluating individual pupil growth and the efficacy of the placement.
- To emphasize the development of language communication skills in English.
- To provide opportunity for the development of parent participation in the educational program of the child.
- To hold a minimum of two parent conferences per year for purposes of reporting progress of students.
- To provide a written report to parents at district reporting periods.
- To emphasize non-categorical services in programming to meet the individual needs with at least 50 percent of

the day in regular education.

- To provide for staff participation in monthly in-service training for purposes of professional growth.
- To utilize a teacher aide to better meet individual pupil needs.
- To be eclectic in the utilization of material, methods, and techniques in providing an educational program for each student.
- To provide skill development in language arts, reading and mathematics through instruction in prime language of the individual student.

Basic Program Steps:

Step One

Student is referred for assessment per established district procedures. Language proficiency level must have been ascertained by the Bilingual Department and assessment must be conducted by an approved qualified bilingual-bicultural psychologist.

Step Two

Through a Multidisciplinary conference as per district procedures, a student is determined eligible for instructional services with language proficiency levels I, II, III and a criteria of eligibility for LD, EH or borderline EMH.

Assessment must indicate presence of:

- process deficit
- skill deficit
- discrepancy in achievement between indicated potential and current functioning

.approval of parent or guardian

Step Three

Student is placed per district procedures. Within 30 days an IEP is developed for programming per IOE Rules and Regulations. Pre-assessment in prime language is administered by BIPAS staff in reading and mathematics.

Step Four

Student receives instruction in prime language in skill areas of language arts, reading and math, Instructional Resource Center services, oral language communications development in English.

Step Five

Student receives non-academic and content (science & social studies) instruction in regular education program. BIPAS staff provides assistance to regular staff through clarification of concepts to students in prime language.

Step Six

Continuous assessment of a criterion-reference nature occurs with goal of increased integration into regular education. Annual review will determine least restrictive alternative placement for following school year. Post-Assessment data given in prime language in reading and mathematics along with a post-assessment to determine language proficiency level at end of year shall be conducted as necessary information for the annual review

conference. A graphic comparison is conducted for each individual BIPAS student as well as a composite graphing for the BIPAS program. Individual student deficits in process and skill development will be rendered by BIPAS staff through learning centers, aide assistance, and teacher planned instructional strategies.

Location

The BIPAS program is housed in an elementary school which has approximately three hundred students and about twenty teachers. The teachers are all experienced and are reported to display positive and supportive attitudes towards students. LEP-LD students in the BIPAS classes are reported to find school to be both supportive and responsive to their needs. BIPAS and regular teachers are said to cooperate to structure the least restrictive environment for LEP-LD students.

Class Size and Age Range

The maximum number of students placed in each level class is twelve. Each class is staffed with a trained bilingual special education teacher and generally a bilingual teacher aide. The ratio is generally 12 students to two adults. The level one class is for students of first, second, and third grade levels. The level two class is for students of fourth, fifth, and sixth grade levels.

Operational Procedures

The BIPAS teacher is responsible for:

1. reviewing assessment data contained in each student's cumulative folder.

2. administering informal diagnostic assessment devices in language arts and mathematics in prime language of the students.

3. completing a task analysis to determine deficit skills as well as patterns of strengths and weaknesses in modality processers.

4. reviewing all reports and recommendations made in previous educational settings for purposes of ascertaining sequential follow-up in educational programs, materials and services begun previously.

5. selecting materials and methodology on the basis of an integration of all above data collection activities, thus arriving at instructional groupings and individual programming schedules to meet unique student needs.

6. preparation of an IEP with specific goals and short term objectives for each student.

7. reporting of progress to parents at regular established district reporting periods for written reports and parent conferences. The bilingual progress form is utilized and is obtained from the Bilingual Coordinator for the district.

8. participating in a multidisciplinary case conference review at the end of the school year after each student has been informally re-administered the same informal diagnostic assessment devices in prime language by the teacher and has received a language proficiency assessment. This conference is arranged by the Consultant for Special Education.

9. preparation of an IEP with revised objectives and goals for implementation in the following school year.

10. the actual remediation process/techniques used with the children.

Curriculum

The curriculum for BIPAS focuses on:

- Language Arts
- Mathematics
- Visual Motor Skills
- Auditory Perceptual Development
- Visual Perceptual Development
- Receptive and Expressive Language Development
- Conceptual Development (In regular class-Social Studies, Science, Health, etc.)
- Concept Clarification in Prime Language

Done through learning centers

Each student is programmed at his instructional level in materials selected on the basis of his learning style, language proficiency level and deficit patterns.

Materials- are available in primary language and in English

BIPAS Level I

Receptive and Expressive Language...	Peabody Kit I
Language Arts.....	Sullivan Readiness for Reading Program, Stanwiz Readers, Steck Readers, Benzinger Reader, Distar Reading Program and the Houghton-Mifflin (used in the regular classes)
Mathematics.....	Structural Math, Stern & Gould, Level One, Succeeding in Mathematics, Goal Card level in regular class
Visual Motor Skills.....	Frostig Visual Perceptual Program, Lyons and Carnahan Write and See, Visual Motor Handbook, Programmed Manuscript/Cursive materials, Lines Patterns
Auditory Perceptual Development.....	DLM materials
Visual Perceptual Development.....	Frostig Program and Continental Press materials, Programmed materials

BIPAS Level II

Receptive and Expressive Language...	Peabody Kit II, Goal Kit, ITPA Handbook
Language Arts.....	same as listed above
Mathematics.....	Structural Math, Stern & Gould Kit and Level I & II, Succeeding in Mathematics, Goal Card level

Visual Motor Skills.....Lyons and Carnahan Write & See, Visual Motor Handbook, Imaginary Line Program, Programmed Manuscript and Cursive Materials

Conceptual Development.....S.R.A. Learning to Think, Green, Yellow Prentice-Hall, People and Books, Actions, Sunshine, Rainbows, Steck-Vaughn Reading-Thinking

Auditory Perceptual Development.....DLM materials

Teachers

The two BIPAS teachers possess the regular certification, special education certification, and bilingual education certification. They are responsible for coordinating the BIPAS curriculum with the curriculum in all-English classes. The teachers' goal is to help the LEP-LD student develop to his fullest potential.

This might involve remediating educationally deficient skills, enhancing skill development which the child has never acquired, and/or aiding the youngster to utilize his strongest skills to compensate for his weakest skills.

Classroom Structure

Emphasis is upon learning centers, interest centers, and instructional areas for small groups. Programmed materials, hardware and software materials, and equipment for instructional programming via different learning modality

channels are utilized. Principles of behavior modification for positive reinforcement and task completion are utilized.

Supportive Services

Students are eligible for supportive services from a nurse, a physical therapist, a speech-language clinician, a social worker, and/or early evaluation program paraprofessionals on an individual student need basis.

Criteria for Selecting BIPAS

The BIPAS program was selected as a focus of this study because it is illustrative of an LEP-LD program. It was identified through consideration of the following criteria:

(1) The program is located in a city that has a population of approximately 70,000 people. It is a city of varied ethnic groups, with the school population reflecting the ethnic mixture.

(2) The school district has a large bilingual program serving 650 Hispanic LEP students.

(3) It is the only program in the state of Illinois which is funded by the state to serve the Hispanic LEP-LD students.

(4) It is a program that is gaining much local, state, regional, and national recognition because of its program goals and approaches.

Sample

Four groups of participants were identified for this study: students, parents, teachers, and supervisors. Students were defined as children who had LEP-LD characteristics and were identified as eligible for BIPAS. Parents were defined as individuals who had children who had been identified as LEP-LD students and were eligible for BIPAS. Teachers were defined as traditional classroom and special education instructors who worked with students in the building that serves the BIPAS program. Such positions included K-6 traditional classroom teachers, LD specialists, reading specialists, and bilingual LD specialists. Supervisors were defined as educators whose job responsibilities require that they provide teachers with technical assistance in implementing the school district curriculum. Such positions included elementary principals, curriculum and special education directors, special education consultants, and bilingual education consultants.

The program sample population included in the study is limited to students who qualify for BIPAS services. From the inception of this research, BIPAS was housed in an elementary school in Illinois, and served students in grades 1-6. The research study also involves a small comparison group. This group is comprised of children who were screened and tested and were identified as qualifying for BIPAS,

but who did not participate in the program due to parental request.

CHAPTER IV

RESULTS OF THE STUDY

Introduction

The study examined the problems encountered in establishing a special program designed to meet the needs of LEP-LD students. In chapter three we covered three aspects of the CIPP evaluation model: context, input and process in describing the LEP-LD program. In this chapter a discussion of the evaluation component of the CIPP model will be included. The study also describes the degree to which the LEP-LD program effectively and efficiently served the needs of the students in the program. This was achieved by having students in the program, their parents, teachers in the program and all other teachers who work in the building which houses the program, supervisors involved with the program, and an evaluator assess the degree to which the program effectively and efficiently served the needs of the students. While the study is descriptive in nature and is not statistical in the strictest sense of the word, it analyzes the perceptions of the participants in the areas of (a) effect of the program on students in comparison with the effect of their previous educational experiences; (b) degree of importance of the program objectives; (c) quality of the student identification process for the program; (d) adequacy

of human resources for the program; and (e) the degree to which the program climate is supportive and responsive to the needs of the students.

Population

Five groups of individuals were included in this study. They were students who were in the LEP-LD program, students who were identified as qualifying for the program but who did not receive program services; parents of program students; the program teachers and regular teachers in the building that housed the program; supervisors, which included all curriculum personnel involved with the program and had such titles as supervisor, principal, director, coordinator, consultant, etc.; and a program evaluator. The number of instruments distributed to this population was 140 instruments. The number and percentage of instruments returned are listed in Table 1.

Return of the Research Instruments

The research instruments were distributed via United States mail to twenty-five teachers, five curriculum supervisors, twenty-five students, and twenty-five parents. Sixty instruments were hand delivered to a program evaluator. Of the 140 instruments distributed, 116 (83 percent), were returned. Follow-up letters were sent out to possible respondents, but no further responses were received. There-

fore, the total number of instruments analyzed in this study was 116. In addition to instrumental data, the researcher was able to collect a great deal of information through the process of interviews and discussions with supervisors, teachers and parents.

In Table 1, we see that 84 percent of the instruments sent to the program teachers were returned. It shows that 100 percent of the instruments sent to program supervisors were returned and that 60 percent of the instruments sent to parents and students were returned. It also indicates that the evaluator returned 100 percent of the instruments distributed to him. A total of 140 instruments were distributed, and 116 were returned and analyzed.

Table 1: Rate of Return of Instruments

Participants	Number Distributed	Number Returned	Percentage of Return
Teachers	25	21	84%
Supervisors	5	5	100%
Students	25	15	60%
Parents	25	15	60%
Evaluator	60	60	100%
Total	140	116	83%

Demographic Information

Several types of demographic information were gathered in this study. Included were years of experience, highest level of education, and major areas of graduate study for teacher, supervisor, and evaluator groups. This demographic information is provided in Tables 2,3, and 4.

Years of Experience

The group profile for years of experience are listed in Table 2. The data indicate that approximately 75 percent of the teachers had more than 10 years experience. The supervisors showed that 60 percent of this group had more than 10 years of experience and that 80 percent had more than 3 years of experience. The evaluator indicated having more than 10 years of experience.

Table 2: Years of Experience

Position	1-2 Years	3-5 Years	6-10 Years	10+ Years
Teachers	0	3	2	16
Supervisors	1	1	0	3
Evaluator	0	0	0	1
Experience Total	1	4	2	20

N=27

Levels of Education

The profile for levels of education are listed in Table 3. The data shows that the majority of teachers and supervisors involved with the program had Masters degrees or advanced degrees.

Table 3: Levels of Education

Position	Bachelors Degree	Masters Degree	Certificate of Advanced Study	Doctorate Degree
Teachers	4	16	1	0
Supervisors	0	3	2	0
Evaluator	0	0	1	0
Education Total	4	19	4	0

N=27

Areas of Graduate Study

The group profile for areas of graduate study are reported in Table 4. This data illustrate that 34 percent of the educational practitioners sampled held graduate degrees in Educational Administration and Supervision, 11 percent held graduate degrees as educational generalists, 7 percent held graduate degrees as subject specialists, and 34 percent held graduate degrees in special education.

Table 4: Areas of Graduate Study

Position	None	Administration & Supervision	Curriculum & Instruction	General	Subject Specialization	Special Education
Teachers	4	6	2	3	2	4
Supervisors	0	2	0	0	0	3
Evaluator	0	1	0	0	0	0
Graduate Totals	4	9	2	3	2	7

N=27

Pre and post individual data on program students is provided in Tables 5-10. The tests were administered by the program teachers. This data covers the academic years 1978-1979, 1979-1980, and 1980-1981. The program students are referred to by a case number assigned by the researcher. Test data is provided from three academic areas: language proficiency in English, word sight recognition, and mathematics computation. Table 5 shows 1978-1979 pre and post test levels of the LEP-LD program students in the three academic areas. Table 6 provides a further breakdown of the data, showing gains in levels or years and percentages of improvement in levels or years for 1978-1979.

Table 7 shows 1979-1980 pre and post test levels of the LEP-LD program students. Table 8 provides a breakdown of the data, showing gains in levels or years and percentages of improvement in levels or years for 1979-1980.

Table 9 shows 1980-1981 pre and post test levels of the LEP-LD program students. Table 10 provides a further breakdown of the data, showing gains in level or years and percentages of improvement in levels or years for 1980-1981.

Pre and post test data on students who were identified by a multidisciplinary staffing as needing the LEP-LD program services is provided in Tables 11 and 12. These students,although identified through a multidisciplinary staffing as needing the program, were not included in the program at the request of the parents. These students are

comparable to the program students; therefore, they have been used as a comparison group. The students are referred to by case numbers assigned by the researcher. Test data is provided from three academic areas: language proficiency in English, word sight recognition, and mathematics computation. Table 11 shows pre and post test levels for these students for 1978-1979, 1979-1980, and 1980-1981, in the three academic areas. Table 12 provides a further breakdown of the data, showing gains in levels or years and percentages of improvement in levels or years for 1978-1979, 1979-1980, and 1980-1981.

For the purpose of this descriptive study, no attempt at a strict statistical analysis has been made.

Table 5: Pre-Post Test Data on LEP-LD Program Students 1978-1979

Language Proficiency in English (Moreno)		
Cases	Pre-Test Levels	Post-Test Levels
1	3	3
2	2	2
3	2	3
4	3	3
5	3	4
6	2	3
7	2	3
8	3	3

Word Sight Recognition (Brigance Criterion Inventory)		
Cases	Pre-Test (years)	Post-Test (years)
1	0	.5
2	0	1.2
3	0	.5
4	0	.5
5	0	1.6
6	0	1.2
7	0	.5
8	0	1.1

Table 5: continued

Mathematics Computation (Brigance Criterion Inventory)		
Cases	Pre-Test (years)	Post-Test (years)
1	3.0	4.2
2	0	1.0
3	2.0	3.5
4	1.0	4.3
5	1.0	3.3
6	2.0	4.0
7	0	3.7
8	1.0	3.7

Table 6: Pre-Post Test Data on LEP-LD Program Students 1978-1979

Cases	Language Proficiency		Word Sight Recognition		Mathematics Computation	
	Levels	Percentage of Improvement in Levels	Years	Percentage of Improvement in Years	Years	Percentage of Improvement in Years
1	0	0%	.5	50%	1.2	40%
2	.5	25%	1.2	120%	1	100%
3	1	50%	.5	50%	1.5	75%
4	0	0%	.5	50%	3.3	330%
5	1	33%	1.5	150%	2.3	230%
6	1	50%	1.2	120%	2	100%
7	1	50%	.5	50%	3.7	370%
8	.5	16.7%	1.1	110%	2.7	270%
	$\bar{X}$=.625	$\bar{X}$=28.125%	$\bar{X}$=.875	$\bar{X}$=84%	$\bar{X}$=2.21	$\bar{X}$=189.375%
	S=.415	S=19.9	S=1.46	S=39.1	S=.886	S=118.3

Table 7: Pre-Post Test Data on LEP-LD Program Students 1979-1980

Language Proficiency in English (LAS)		
Cases	Pre-Test Levels	Post-Test Levels
1	3	4
2	2	3
3	3	3
4	3	3+
5	3	3+
6	2	3
7	3	4
8	3	4

Word Sight Recognition (Brigance Criterion Inventory)		
Cases	Pre-Test (years)	Post-Test (years)
1	.5	1.7
2	1.2	1.6
3	0	2.5
4	0	2.2
5	1.6	2.7
6	1.2	1.7
7	0	2.0
8	1.1	1.4

Table 7: continued

Mathematics Computation (Brigance Criterion Inventory)		
Cases	Pre-Test (years)	Post-Test (years)
1	4.2	5.2
2	1.0	3.7
3	3.5	4.5
4	4.3	4.5
5	3.3	4.7
6	4.0	5.7
7	3.7	4.5
8	3.7	4.5

Table 8: Pre-Post Test Data on LEP-LD Students 1979-1980

Cases	Language Proficiency		Word Sight Recognition		Mathematics Computation	
	Levels	Percentage of Improvement in Levels	Years	Percentage of Improvement in Years	Years	Percentage of Improvement in Years
1	1	33.3%	1.2	41.7%	1	23.8%
2	1	50%	.4	33.3%	2.7	270%
3	0	0%	2.5	250%	1	28.6%
4	.5	16%	2.2	220%	.2	4.7%
5	.5	16%	1.1	69%	1.4	42.5%
6	1	50%	.5	41.7%	1.7	42.5%
7	1	33.3%	2	200%	.8	21.6%
8	1	33.3%	3	27.3%	.8	21.6%
	$\bar{X}$=.75	$\bar{X}$=30%	$\bar{X}$=1,28	$\bar{X}$=110%	$\bar{X}$=.2	$\bar{X}$=60.9%
	S=.353	S=15.47%	S=.809	S=89.1	S=.70	S=97.3

Table 9: Pre-Post Test Data on the LEP-LD Program Students 1980-1981

Language Proficiency in English (LAS)		
Cases	Pre-Test Levels	Post-Test Levels
1	3	5
2	2	4
3	1	3
4	3	2
5	4	4
6	3	4
7	3	4+
8	3	4

Word Sight Recognition (Brigance Criterion Inventory)		
Cases	Pre-Test (years)	Post-Test (years)
1	1.7	1.7
2	0	2.2
3	0	1.3
4	2.2	2.3
5	2.7	3.8
6	1.7	2.4
7	2.0	2.5
8	1.6	1.8

Table 9: continued

Mathematics Computation (Brigance Criterion Inventory)		
Cases	Pre-Test (years)	Post-Test (years)
1	5.2	3.5
2	2.5	3.5
3	4.5	4.7
4	4.5	5.2
5	3.7	4.5
6	5.7	5.0
7	4.5	5.2
8	4.5	5.0

Table 10: Pre-Post Test Data on LEP-LD Program Students 1980-1981

Cases	Language Proficiency		Word Sight Recognition		Mathematics Computation	
	Levels	Percentage of Improvement in Levels	Years	Percentage of Improvement in Years	Years	Percentage of Improvement in Years
1	2	67%	0	0%	1.7	33%
2	2	67%	2.2	220%	1	40%
3	2	67%	1.3	130%	.2	4.4%
4	-1	-33.3%	.1	4.5%	.7	15.5%
5	0	0%	1.1	40.7%	.8	21.6%
6	1	33.3%	.7	4.1%	-.7	-12.2%
7	1.5	50%	.5	25%	.7	15.5%
8	1	33.3%	.2	12.2%	.5	11%
	$\bar{X}$=8.25	$\bar{X}$=35.5%	$\bar{X}$=.8	$\bar{X}$=54.6%	$\bar{X}$=.2	$\bar{X}$=8%
	S=1	S=41.53	S=.697	S=4.2	S=.76	S=2.686

Table 11: Pre-Post Test Data on Comparison Students

Year (1978-1979)

	Language Proficiency in English		Word Sight Recognition		Mathematics Computation	
Cases	Pre-Test Levels	Post-Test Levels	Pre-Test (years)	Post-Test (years)	Pre-Test (years)	Post-Test (years)
9	2	2	1.1	1.5	1.5	2.0
10	1	1	0	0	.5	1.0

Year (1979-1980)

	Language Proficiency in English		Word Sight Recognition		Mathematics Computation	
Cases	Pre-Test Levels	Post-Test Levels	Pre-Test (years)	Post-Test (years)	Pre-Test (years)	Post-Test (years)
9	2	2	1.5	1.8	2.3	2.9
10	1	1	0	0	1.0	1.7

Table 11: continued

Year (1980-1981)

	Language Proficiency in English		Word Sight Recognition		Mathematics Computation	
Cases	Pre-Test Levels	Post-Test Levels	Pre-Test (years)	Post-Test (years)	Pre-Test (years)	Post-Test (years)
9	2	3	1.8	1.8	3.2	2.9
10	1	2	0	.5	1.7	1.7

Table 12: Pre-Post Test Data on Comparison Students

Year (1978-1979)

	Language Proficiency in English		Word Sight Recognition		Mathematics Computation	
Cases	Levels	Percentage of Improvement	Years	Percentage of Improvement	Years	Percentage of Improvement
9	0	0%	.4	27%	.5	25%
10	0	0%	0	0%	.5	50%
	X=0	X=0%	X=.2	X=13.5%	X=.5	X=38%

Year (1979-1980)

	Language Proficiency in English		Word Sight Recognition		Mathemetics Computation	
Cases	Levels	Percentage of Improvement	Years	Percentage of Improvement	Years	Percentage of Improvement
9	0	0%	.3	17%	.6	20%
10	0	0%	0	0%	.7	41%
	X=0	X=0%	X=.15	X=8.5%	X=.65	X=30.5%

Table 12: continued

Year (1980-1981)

	Language Proficiency in English		Word Sight Recognition		Mathematics Computation	
Cases	Levels	Percentage of Improvement	Years	Percentage of Improvement	Years	Percentage of Improvement
9	1	33%	0	0%	-.3	-9%
10	1	33%	.5	50%	0	0%
	X=1	X=33%	X=.25	X=25%	X=-.3	X=-9%

Hypothesis I

The first hypothesis of the study stated that the LEP-LD program has no effect on the LEP-LD students serviced by the program. Instrument items assessing student group, parent group, teacher and supervisor group, and evaluator group perceptions of the degree of effect of the program on the students were extracted and analyzed. Results are reported in Table 13.

Pre and post test data covering three academic years on the LEP-LD program students and on the comparison group of students were analyzed and compared. Results are reported in Tables 14, 15, and 16.

Table 13 shows the five category instrument item responses regrouped into two groups. To eliminate the possibility of a type I error, responses in the weak category were grouped with those in the poor category to indicate acceptance of the null hypothesis. Responses in the good, very good, and excellent categories were grouped together to indicate rejection of the null hypothesis.

The results are given in percentages and have been rounded to the nearest whole number. In responding to questions regarding the effect of the program, 24 percent of the students placed the program in the poor to weak category and 76 percent placed the program in the good to excellent category. In responding to questions regarding the effect of

Table 13: Measures of Program Effect on Students

Students

1. To what extent is the BIPAS program helping you to speak and write...

   A. English?.....0 1 2 3 4

   B. Your own home language?.....0 1 2 3 4

8. To what extent are you learning because of the BIPAS program?.0 1 2 3 4

Items	Poor	Weak	Good	Very Good	Excellent
1A	0%	20%	33.3%	33.3%	13.3%
1B	13.3%	33.3%	33.3%	20%	0%
8	0%	6.7%	60%	33.3%	0%
Total	24%			76%	

Table 13: continued

Parents

1. To what degree does your child speak and write...

   A. in English?.....0 1 2 3 4

   B. in Spanish?.....0 1 2 3 4

Items	Poor	Weak	Good	Very Good	Excellent
1A	0%	0%	20%	66.7%	13.3%
1B	0%	13.3%	66.7%	20%	0%
Total	7%		93%		

Table 13: continued

Teachers & Supervisors

1. To what extent are students in BIPAS developing English fluency?.....0 1 2 3 4

2. To what extent are students in BIPAS developing English literacy?.....0 1 2 3 4

3. To what extent are students in BIPAS developing first language fluency?.....0 1 2 3 4

4. To what extent are students in BIPAS developing first language literacy?.....0 1 2 3 4

5. To what extent is there a local evaluation program to measure achievement in two languages?.....0 1 2 3 4

Items	Poor	Weak	Good	Very Good	Excellent
1	0%	0%	42.3%	38.5%	19.21%
2	0%	0%	50%	30.8%	19.21%
3	0%	0%	57.6%	30.8%	11.53%
4	0%	0%	84.61%	7.69%	7.69%
5	0%	0%	80.8%	19.20%	0%
Total	0%			100%	

Table 13: continued

Students	
	1. Students begin work with minimal teacher direction.
	2. Students concentrate on their own work with minimal distractions.
	3. Students seek out staff and other students for assistance.
Room	
	7. Classroom zones and areas are well-defined for students and staff.
	8. Classroom is comfortable (temperature, visual displays, physical arrangements).
	9. Physical space is efficiently used by staff and students.
Program	
	13. Realistic student goals are encouraged and appear to be known by the students.
	15. Student programs are checked and modified as needed.
	16. Some evidence of the purpose and offerings of the program can be seen in the room or in the students' materials.

Table 13: continued

Items	Poor	Weak	Good	Very Good	Excellent
1	0%	0%	30%	53%	17%
2	0%	6%	15%	26.6%	51.8%
3	0%	1%	3%	17%	78%
7	0%	0%	65%	35%	0%
8	0%	3%	20%	66%	26%
9	0%	0%	60%	40%	0%
13	0%	1%	3%	77%	18%
15	0%	0%	13%	87%	0%
16	0%	0%	8%	92%	0%
Total	3%			97%	

the program 7 percent of the parents placed the program, in the poor to weak category and 93 percent placed the program in the good to excellent category. 100 percent of the teachers and supervisors placed the program in the good to excellent category. The evaluator indicated his responses by stating that 3 percent of the activities or processes fell into the poor to weak category and that 97 percent of the activities or processes fell into the good to excellent category.

Tables 14, 15, and 16 show numerical and percentage gains in levels of achievement in language proficiency, word sight recognition, and mathematics computation. The gains are shown for the LEP-LD program students who are identified as cases 1-8, and for the comparison students who are identified as cases 9-10.

The findings from these tables indicate that the LEP-LD program has had an effect on the students served. 24 percent of the student population perceived that the program had negligible effect on the students in the program, while 76 percent rated the program's effect on students as good to excellent. Of the parent group, 7 percent perceived the program to have no or negligible effect on students, and 93 percent rated the program's effect on students as good to excellent. 100 percent of the teachers and supervisors ranked the program's effect on students in the good to excellent category. In the evaluator's assessments of the

Table 14: Pre-Post Test Data on Program and Comparison Groups 1978-1979

Cases	Language Proficiency		Word Sight Recognition		Mathematics Computation	
	Levels	Percentage of Gains in levels	Years	Percentage of Gains in years	Years	Percentage of Gains in years
1	0	0%	.5	50%	1.2	40%
2	.5	25%	1.2	120%	1	100%
3	1	50%	.5	50%	1.5	75%
4	0	0%	.5	50%	3.3	330%
5	1	33%	1.5	150%	2.3	230%
6	1	50%	1.2	120%	2	100%
7	1	50%	.5	50%	3.7	370%
8	.5	16.7%	1.1	110%	2.7	270%
	$\bar{X}$=.625	$\bar{X}$=28.125%	$\bar{X}$=.875	$\bar{X}$=84%	$\bar{X}$=2.21	$\bar{X}$=189.375%
	S=.415	S=19.9	S=1.46	S=39.1	S=.886	S=118.3
9	0	0%	.4	27%	.5	25%
10	0	0%	0	0%	.5	50%
	$\bar{X}$=0	$\bar{X}$=0%	$\bar{X}$=.2	$\bar{X}$=13.5%	$\bar{X}$=.5	$\bar{X}$=38%

Table 14: continued

Mean Percentage Differences		
28.125%-0%=28.125%	84%-13.5%=70.5%	189.375%-38%=151.375%

Table 15: Pre-Post Test Data on Program and Comparison Groups 1979-1980

Cases	Language Proficiency		Word Sight Recognition		Mathematics Computation	
	Levels	Percentage of Gains in levels	Years	Percentage of Gains in years	Years	Percentage of Gains in years
1	1	33.3%	1.2	41.7%	1	23.8%
2	1	50%	.4	33.3%	2.7	270%
3	0	0%	2.5	250%	1	28.6%
4	.5	16%	2.2	220%	.2	4.7%
5	.5	16%	1.1	69%	1.4	42.4%
6	1	50%	.5	41.7%	1.7	42.5%
7	1	33.3%	2	200%	.8	21.6%
8	1	33.3%	.3	27.3%	.8	21.6%
	$\bar{X}$=.75	$\bar{X}$=30%	$\bar{X}$=1.28	$\bar{X}$=110%	$\bar{X}$=.2	$\bar{X}$=60.9%
	S=.353	S=15.47	S=.809	S=89.1	S=.70	S=97.3
9	0	0%	.3	17%	.6	20%
10	0	0%	0	0%	.7	41%
	$\bar{X}$=0	$\bar{X}$=0%	$\bar{X}$=.15	$\bar{X}$=8.5%	$\bar{X}$=.65	$\bar{X}$=30.5%

Table 15: continued

Mean Percentage Differences		
30%-0%=30%	110%-8.5%=101.5%	60.9%-30.5%=30.4%

Table 16: Pre-Post Test Data on Program and Comparison Groups 1980-1981

Cases	Language Proficiency		Word Sight Recognition		Mathematics Computation	
	Levels	Percentage of Gains in levels	Years	Percentage of Gains in years	Years	Percentage of Gains in years
1	2	67%	0	0%	1.7	33%
2	2	67%	2.2	220%	1	40%
3	2	67%	1.3	130%	.2	4.4%
4	-1	-33.3%	.1	4.5%	.7	15.5%
5	0	0%	1.1	40.7%	.8	21.6%
6	1	33.3%	.7	4.1%	-.7	-12.2%
7	1.5	50%	.5	25%	.7	15.5%
8	1	33.3%	.2	12.5%	.5	11%
	$\bar{X}$=8.25	$\bar{X}$=35.5%	$\bar{X}$=.8	$\bar{X}$=54.6%	$\bar{X}$=.2	$\bar{X}$=8%
	S=1	S=41.53	S=.697	S=4.2	S=.76	S=2.686
9	1	33%	0	0%	-.3	-9%
10	1	33%	.5	50%	0	0%
	$\bar{X}$=1	$\bar{X}$=33%	$\bar{X}$=.25	$\bar{X}$=25%	$\bar{X}$=-1.5	$\bar{X}$=-4.5%

Table 16: continued

Mean Percentage Differences		
35.5%-33%=2.5%	54.6%-25%=29.6%	8%-(-4.5%)=12.5%

effect of the program on students, 3 percent were in the poor to weak category and 97 percent were in the good to excellent category.

Table 14 indicates that the mean gain in level of language proficiency achievement for the program students was .625 for the 1978-1979 academic year. The mean percentage of improvement in levels was 28.125 percent. The comparison group showed no gain in levels in language proficiency for the 1978-1979 school year.

The mean gain in years in word sight recognition for the program group in 1978-1979 was .875, and the mean percentage of improvement in years was 84 percent. The mean years gain in word sight recognition was .2 for the comparison group, and the mean percentage of improvement was 13.5 percent.

Table 14 shows differences in mean percentage gains of the program group and of the comparison group for the 1978-1979 school year as follows: in language proficiency, the program group's level of achievement was 28.125 percent greater than that of the comparison group; in word sight recognition, the program group's years of achievement were 70.5 percent greater than those of the comparison group; in mathematics computation, the program group's years of achievement were 151.375 percent greater than those of the comparison group.

Table 15 indicates that the mean gain in level of language proficiency achievement for the program students

was .75 for the 1979-1980 school year. The mean percentage of improvement in levels was 30%. The comparison group showed no gain in levels in language proficiency for the 1979-1980 school year.

The mean gain in years in word sight recognition for the program group in 1979-1980 was 1.28, and the mean percentage of improvement in years was 110 percent. The mean years gain in word sight recognition was .15 for the comparison group, and the mean percentage of improvement was 8.5 percent.

The mean gain in years in mathematics computation achievement for the program group in 1979-1980 was .2, and the mean percentage of improvement in years was 60.9 percent. The mean years gain in mathematics computation for the comparison group was .65, and the mean percentage of improvement was 30.5 percent.

Table 15 shows differences in mean percentage gains of the program group and the comparison group for the 1979-1980 school year as follows: in language proficiency, the program group's level of achievement was 30 percent greater than that of the comparison group; in word sight recognition, the program group's years of achievement were 101.5 percent greater than those of the comparison group; in mathematics computation, the program group's years of achievement were 30.4 percent greater than those of the comparison group.

Table 16 indicates that the mean gain in level of

language proficiency achievement for the program students was 8.25 for the 1980-1981 school year. The mean percentage of improvement in levels was 35.5 percent. The comparison group showed a mean gain in level of language proficiency of 1 and a mean percentage of improvement in levels of 33 percent.

The mean gain in years in word sight recognition for the program group in 1980-1981 was .8, and the mean percentage of improvement in years was 54.6 percent. The mean gain in years in word sight recognition was .25 for the comparison group, and the mean percentage of improvement was 25 percent.

The mean gain in years in mathematics computation achievement for the program group in 1980-1981 was .2, and the mean percentage of improvement in years was 8 percent. The mean gain in years in mathematics computation for the comparison group was -1.5, and the mean percentage of improvement was -4.5 percent.

Table 16 shows differences in mean percentage gains of the LEP-LD group and of the comparison group for the 1980-1981 school year as follows: in language proficiency, the program group's level of achievement was 2.5 percent greater than that of the comparison group; in word sight recognition, the program group's years of achievement were 29.6 percent greater than those of the comparison group; in mathematics computation, the program group's years of achievement were

12.5 percent greater than those of the comparison group.

The first hypothesis stated that the LEP-LD program has no effect on the students serviced by the program. Since all applicable research instrument responses and all other applicable research data used in the study, i.e., pre and post test scores, indicated that the LEP-LD program has an effect on the students in the program, Hypothesis I was rejected.

Hypothesis II

The second hypothesis of the study stated that teachers and supervisors involved with the program do not perceive the program objectives as important. Research Instrument IV assessed teachers' and supervisors' perceptions of the degree to which the program objectives were important. The results are shown in Table 17. Table 17 shows how each objective was classified, whether as not important, important, or very important, and it shows the percentage of teachers and supervisors who classified each objective in each category. Table 17 regroups the three categories so that the findings in the not important category are used to indicate rejection of the hypothesis.

In a summary of the findings, Table 17 shows that 10 percent of the program objectives were perceived by teachers and supervisors as not important, and 90 percent of the program objectives were perceived by the group as impor-

Table 17: Measures of Importance of the Program Objectives

Objectives	Not Important	Important	Very Important
1	0%	46%	54%
2	0%	54%	46%
3	7%	50%	43%
4	7%	46%	46%
5	0%	30%	70%
6	11%	35%	54%
7	7%	70%	23%
8	0%	65%	35%
9	3%	77%	20%
10	7%	77%	16%
11	26%	54%	20%
12	23%	57%	20%
13	35%	54%	11%
	$\bar{X}$=10%	$\bar{X}$=55%	$\bar{X}$=35%
	10%	90%	

tant or very important.

Hypothesis II stated that teachers and supervisors involved with the LEP-LD program do not perceive the program objectives as important. Since all applicable research data used in the study indicate that teachers and supervisors perceive the program objectives as important to a significant degree, Hypothesis II was rejected.

Hypothesis III

The third hypothesis of the study stated that students in the LEP-LD program and their parents perceived the program as less adequate towards meeting the students' educational needs than were the students' previous school experiences. Instrument items assessing student group and parent group perceptions of the degree to which the program met the students' educational needs as compared to the degree to which their previous educational experiences met their educational needs were isolated and analyzed. Results are reported in Table 18.

Table 18 shows the five category instrument item responses regrouped into two groups. To eliminate the possibility of a type I error, responses in the weak category were grouped with those in the poor category to indicate acceptance of the null hypothesis. Responses in the good, very good, and excellent categories were grouped together to indicate rejection of the null hypothesis.

Table 18: Measures of Program's Comparative Effect on Students

Students

2. To what extent are you learning as much in your subjects in the BIPAS program as your friends who are not in the BIPAS program?.....0 1 2 3 4

Items	Poor	Weak	Good	Very Good	Excellent
2	0%	20%	33%	33%	14%

Parents

2. To what degree do you feel that some satisfactory progress has been made by your child since he/she enrolled in the program...

A. in the second language?.....0 1 2 3 4

B. in his/her own home language?.....0 1 2 3 4

Items	Poor	Weak	Good	Very Good	Excellent
2A	0%	0%	80%	20%	0%
2B	0%	20%	47%	33%	0%
	$\bar{X}$=0%	$\bar{X}$=13%	$\bar{X}$=53%	$\bar{X}$=29%	$\bar{X}$=5%
	13%		87%		

Table 18 shows the percentage of student group and parent group responses in each category. Table 18 summarizes the findings showing that 13 percent of the responses ranked the program as poor or weak in meeting the educational needs of the students as compared with their previous educational experiences and 87 percent ranked the program as good to excellent in meeting the educational needs of the students as compared with their previous educational experiences. Hypothesis III stated that students in the program and their parents perceive the program as less adequate toward meeting the students' educational needs than were the students' previous school experiences. The research findings showed that students in the program and their parents perceived the program as adequately meeting the educational needs of the students to a significant degree, when compared with the students' previous educational experiences. Therefore, Hypothesis III was rejected.

Hypothesis IV

The fourth hypothesis of the study stated that human resources for the program were not adequate. Instrument items assessing student group, parent group, teacher and supervisor group, and evaluator perceptions of the degree to which the program has adequate human resources were isolated and analyzed. Results are reported in Table 19.

Table 19 shows the five category instrument item

Table 19: Measures of Adequacy of Human Resources for the Program

Students

10. To what extent have your parents been involved in helping at school for BIPAS activities?.....0 1 2 3 4

Items	Poor	Weak	Good	Very Good	Excellent
10	0%	13%	60%	27%	0%
Total	13%		87%		

Parents

6. To what degree have you and other parents whom you know been invited by the school to help in any way in the BIPAS program, such as in...

   A. planning meetings?.....0 1 2 3 4

   B. implementing activities?.....0 1 2 3 4

7. To what degree is the school effectively communicating with you by letter, by phone, or by direct personal contact?.....0 1 2 3 4

Table 19: continued

Items	Poor	Weak	Good	Very Good	Excellent
6A	0%	20%	67%	13%	0%
6B	0%	54%	46%	0%	0%
7	0%	13%	54%	13%	20%
	$\bar{X}$=0%	$\bar{X}$=29%	$\bar{X}$=55%	$\bar{X}$=9%	$\bar{X}$=7%
Total	29%			71%	

Teachers and Supervisors

13. To what extent does the daily schedule as implemented reflect coordination between the regular school program and BIPAS?.....0 1 2 3 4

14. To what extent does regular communication occur between BIPAS teachers and regular classroom teachers regarding the educational progress of the students?.....0 1 2 3 4

15. To what extent is there clearly defined leadership of the program?.....0 1 2 3 4

16. To what extent is the BIPAS program a well-articulated one from one grade level to another?.....0 1 2 3 4

Table 19: continued

Items	Poor	Weak	Good	Very Good	Excellent
13	0%	0%	3%	70%	27%
14	0%	0%	46%	42%	12%
15	0%	0%	30%	62%	8%
16	0%	0%	57%	35%	8%
	$\bar{X}$=0%		$\bar{X}$=42%	$\bar{X}$=45%	$\bar{X}$=13%
Total	0%			100%	

Evaluator

4. Staff prepares materials in advance and is available before and after class.

5. Staff interacts appropriately with students at their level, in conversational manner, and with enthusiasm.

6. Staff operates in team-like manner and assists each other as needed.

13. Realistic student goals are encouraged and appear to be known by the students.

14. Record-keeping procedures (attendance and student progress) are maintained and easily provide information to the staff all the time.

15. Student programs are checked and modified as needed.

Table 19: continued

16. Some evidence of the purpose and offerings of the program can be seen in the room or in the students' materials.

Items	Poor	Weak	Good	Very Good	Excellent
4	0%	0%	13%	87%	0%
5	0%	0%	18%	82%	0%
6	0%	0%	83%	17%	0%
13	0%	1%	3%	77%	18%
14	0%	0%	13%	87%	0%
15	0%	0%	20%	80%	0%
16	0%	0%	8%	92%	0%
	$\bar{X}$=10.5%			$\bar{X}$=89.5%	
Total	10.5%			89.5%	

responses regrouped into two groups. To eliminate the possibility of a type I error, responses in the weak category were grouped with those in the poor category to indicate acceptance of the null hypothesis. Responses in the good, very good and excellent categories were grouped together to indicate rejection of the null hypothesis.

Table 19 shows the percentage of student group, parent group, teacher and supervisor group, and evaluator responses in each category. Table 19 summarizes the findings, showing that 10.5 percent of the responses ranked the program as poor or weak in providing adequate human resources and that 89.5 percent ranked the program as good to excellent in providing adequate human resources.

Hypothesis IV stated that human resources for the program were not adequate. The research findings showed that human resources were adequate for the program. Therefore, Hypothesis IV was rejected.

Hypothesis V

Hypothesis V stated that the students in the program and their parents have not found the program climate to be supportive and responsive to their needs. Instrument items assessing student group and parent group perceptions of the degree to which the program climate has been supportive and responsive to their needs were isolated and analyzed. Results are reported in Table 20.

Table 20: Measures of Program Supportiveness and Responsiveness

Students

3. To what extent is the BIPAS program providing opportunities for you to learn your language, your family background and cultural heritage?.....0 1 2 3 4

4. To what extent is the total school program offering subjects in a language you can understand?.....0 1 2 3 4

5. To what extent do your teachers in the regular school program show interest in what you are doing in the BIPAS program, and encourage you to do the best in both the regular and BIPAS programs?.....0 1 2 3 4

6. To what extent are your teachers in the BIPAS program helping you to resolve your problems and questions at school?.....0 1 2 3 4

7. To what extent does the BIPAS program offer personal and career counseling in two languages?.....0 1 2 3 4

Items	Poor	Weak	Good	Very Good	Excellent
3	0%	0%	54%	33%	13%
4	0%	33%	41%	13%	13%
5	0%	20%	54%	13%	13%
6	7%	7%	33%	40%	13%

Table 20: continued

7	0%	47%	40%	13%	0%
9	0%	13%	54%	20%	13%
	$\bar{X}$=1%	$\bar{X}$=21%	$\bar{X}$=46%	$\bar{X}$=23%	$\bar{X}$=9%
Total	22%		78%		

Parents

3. To what degree does your child feel good being in the BIPAS program?.....0 1 2 3 4

4. To what degree is your child showing interest in his family customs, practices, traditions, attachments, background?.....0 1 2 3 4

5. To what degree do you feel that all teachers of your child have a good attitude toward the BIPAS program, its activities, its staff members?.....0 1 2 3 4

Items	Poor	Weak	Good	Very Good	Excellent
3	0%	0%	67%	13%	20%
4	0%	0%	80%	20%	0%
5	0%	7%	67%	13%	13%
	$\bar{X}$=0%	$\bar{X}$=2.3%	$\bar{X}$=71%	$\bar{X}$=15.3%	$\bar{X}$=11.4%
Total	2.3%		97.7%		
	$\bar{X}$=12.15%		$\bar{X}$=87.85%		

Table 20 shows the five category instrument item responses grouped into two groups. To eliminate the possibility of a type I error, responses in the weak category were grouped with those in the poor category to indicate acceptance of the null hypothesis. Responses in the good, very good, and excellent categories were grouped together to indicate rejection of the null hypothesis.

Table 20 shows the percentage of student group and of parent group responses in each category. Table 20 summarizes the findings, showing that 12.5 percent of the responses ranked the program as poor or weak in being supportive and responsive to their needs and 87.85 percent ranked the program as good to excellent in being supportive and responsive to their needs.

Hypothesis V stated that students in the program and their parents have not found the program climate to be supportive and responsive to their needs. The research findings show that students in the program and their parents perceived the program as providing a climate that is supportive and responsive to their needs. Therefore, Hypothesis V was rejected.

Hypothesis VI

The sixth hypothesis of the study stated that identification of LEP-LD students is not adequately achieved by the LEP-LD program. For purposes of clarification, it

should be noted that the aspect of identification being measured in Hypothesis VI refers to the completeness and to the efficacy of the identification process of potential program students. The aspect of identification being assessed refers to qualitative rather than quantitative measures affecting identification for program services.

Hypothesis VI was tested by the writer by first examining the criteria for identifying the LD student as defined by Rules and Regulations for the State of Illinois and by examining the criteria for identifying the LEP-LD student. Then, the different facets of the case studies of the students in the program and of the students in the comparison group were evaluated in terms of the stated criteria for identifying the LEP and the LD child.

The criteria for identifying the LD student as defined in the Rules and Regulations for the State of Illinois are listed in Chapter II. The criteria for identifying the LEP-LD student are listed in Chapter III.

By interviewing the Director of Special Education, the Consultant for Special Education, and the bilingual psychologist, the researcher was further able to assess the degree of adequacy achieved by the program in the identification of LEP-LD students. Table 21 shows a summary of these findings.

Table 21 shows that each identification activity was taking place as planned and that evidence was available in

Table 21: Evidence of Program Identification Activities

PROGRAM ACTIVITIES	IS ACTIVITY TAKING PLACE AS PLANNED?			EVIDENCE AVAILABLE				
	Yes	No	Not Known	Observation	Records	Conference	Other	None
1. There exists verification of need for individual evaluation.	X				X			
2. Written parent permission forms in both languages are used.	X			X	X			
3. Written individual assessment plans are followed.	X			X	X			
4. Test and evaluation are administered in child's native language when appropriate.	X				X			
5. The tests and evaluation materials are validated for the specific purpose for which they are used.	X			X	X			

Table 21: continued

	PROGRAM ACTIVITIES	IS ACTIVITY TAKING PLACE AS PLANNED?			EVIDENCE AVAILABLE			
		Yes	No	Not Known	Observation	Records	Conference	Other	None
6.	Tests and evaluation are administered by trained personnel.	X				X	X		
7.	Tests are selected and administered to ensure that tests accurately reflect child's aptitude & achievement.	X				X	X		
8.	The evaluation is conducted by multidisciplinary team.	X				X	X		
9.	The eligibility criteria for determining eligibility for LD is followed.	X				X	X		
10.	A complete IEP is written for LEP-LD students (Spanish & English).	X			X	X	X		

Table 21: continued

	PROGRAM ACTIVITIES	IS ACTIVITY TAKING PLACE AS PLANNED?			EVIDENCE AVAILABLE				
		Yes	No	Not Known	Observation	Records	Conference	Other	None
11.	Parents are notified & encouraged to participate in all conferences such as multidisciplinary, reporting and IEP conferences. All procedures, processes and information covered with parents.	X			X	X	X		
12.	All procedures, processes and information covered with parents in the native language when needed.	X			X	X	X		

each case.

Hypothesis VI stated that identification of LEP-LD students was not adequately achieved by the program. However, the research findings showed that identification of LEP-LD students was adequate when evaluated in terms of the criteria for identifying the LD child as defined in Rules and Regulations for the State of Illinois and in terms of the criteria for identifying the LEP-LD child. Thus, Hypothesis VI was rejected.

CHAPTER V

THE CASE STUDIES

Introduction

Our society has made going to school a compulsory job for at least ten to twelve years for most children. These children, therefore, make up a huge compulsory labor force and are exposed to a different type of occupational hazard, learning difficulty.[1]

A child's failure or success during his ten to twelve years of "compulsory labor" in school can have tremendous consequences on his self-image as an adult and on his feelings of self-worth as a citizen in our culture.[2]

Educational problems or casual ties may be precipitated by various causes. One common factor in many cases is the pupil's poor academic achievement, especially in reading and spelling. Students having difficulty in reading and spelling can hardly achieve success in any subject area in school. Most subjects require reading directions, writing

[1]Helen Gofman, "The Physician's Role in Early Diagnosis and Management of Learning Disabilities," Learning Disabilities: Introduction to Educational and Medical Management, 3rd ed., edited by Lester Tarnopol, Sc. D. (Springfield, Illinois: Charles C. Thomas, 1971), p. 95.

[2]Ibid.

reports, and taking tests.[3]

Most schools that offer special services for children with learning disabilities are using the following as criteria for eligibility for these programs:

1. The child must have average or above intellectual capacity. In many schools the child must achieve an I.Q. score of 90 or above on either the Verbal or the Performance Scale of the Wechsler Intelligence Scale for children.

2. The child must display a learning disability of significant proportion in one or more of the basic academic skills of reading, arithmetic, spelling, and/or handwriting.

3. The child has one or more of the characteristics, other than the above, commonly associated with the syndromes of learning disabilities, e.g., hyperactivity, deficits in expressive language, attentional difficulties, etc.

The youngsters whose problems are summarized in the following case studies are examples of those who might qualify and who did qualify for a specialized program. After a comprehensive multidisciplinary diagnostic evaluation was completed for each student and the results indicated that a deficit in learning existed, a diagnostic report was developed, and discussed with the child's parents.

These case studies present the individual subjects as they appeared when they were first identified as qualify-

[3]Ibid., p. 96

ing for the program. They provide information as to what the students' academic achievement levels in specific areas were when they were identified, and they show the students' areas of deficit or difficulty. Some of the studies suggest the degree of proficiency with which the students functioned in their first languages and/or in English. The case studies state specifically what the students' learning disabilities were and give the recommendations for remediation which were made by the examining psychologist.

CASE STUDY 1

Sex: Male Grade: 2 Birthdate: 4/15/69 Age: 8-4
Date of Examination: 8/25/77 Eligible: LEP-LD Program

Reason For Referral

The student's bilingual teacher wanted to know whether the student was academically capable, since he was not succeeding in his school work. A psychological evaluation was requested and performed. At the request of the home school psychologist, the bilingual psychologist performed a screening to more fully determine the child's academic needs.

Discussion

Instructions given by the bilingual psychologist were administered in Spanish to eliminate a bias due to a language barrier. Results obtained were commensurate with those found in his previous psychological evaluation (done by a monolingual English psychologist). The results indicated that the child was basically a slow learner, had some auditory memory problems, and had difficulty with some general information types of questions.

Academically, the child was functioning as a slow learner which was consistent with his measured capabilities.

The projective tests indicated that the child was intensely anxious and had many feelings of inadequacy. His

self-concept is extremely poor, and he tended to deal with situations by withdrawing.

The student appeared to have a difficult time in adjusting to certain learning situations and tended to take much time in order to complete an assigned task. He excelled, however, in his ability to understand part-whole relationships and he portrayed good visual-motor coordination.

Observations by the bilingual psychologist in the classroom showed the subject to be easily distracted and to have a short attention span. However, this distractibility did not manifest itself through aggressive behaviors. The child's behavior was such that he tended to lose attention and to play at his desk or, in a group situation, to answer out loud without being called upon.

Since his academic standing, particularly in the reading related areas, appeared to be below average, it was recommended that a setting where he may get more one-to-one assistance in the reading related areas be obtained for him.

Recommendations

1. The student should receive the services of the Educationally Handicapped Program for the reading related areas.

2. Due to the student's bilinguality, a classroom situation where this type of remediation can be given him in his native language is recommended.

3. The student is a child who functions better in a highly structured environment. This type of structure can be provided through a behavior management program and also through preferential seating in the classroom where distractions can be kept at a minimum.

4. It would be of benefit for school personnel to confer periodically with the youngster's parents and offer suggestions to aid both his academic and social progress.

CASE STUDY 2

Sex: Male Grade: 1 Birthdate: 11/2/70 Age: 6-10
Date of Examination: 9/8/77 Eligible: LEP-LD Program

Reason For Referral

This youngster has difficulty identifying numerals and making letter/sound associations in English and in Spanish. His attention span is very limited, he is easily distracted, and his motor skills are poor.

Discussion

Since the student comes from a Spanish-speaking background and is presently enrolled in the Bilingual Program, the performance sub-tests of the WISC-R were administered to him. These tasks minimize verbal input by the examiner and also minimize the verbal output by the student, therefore eliminating a bias due to a language barrier. Testing was conducted mostly in Spanish with the examiner repeating the questions in English to assure understanding by the subject. From viewing test results, it can be stated that the student appeared to be flexible in new learning situations, and his ability to learn visual motor skills from repetitive experiences appeared to be within the average confines for children of his age. The student's abilities to see and to understand spatial relationships were quite good. In non-verbal concepts and in developing abstract and

concrete thinking abilities, he scored within the average range for children of his age. On the performance sub-tests of the WISC-R, he obtained a performance score of 102 which placed him within the average range of intelligence.

The Lieter International Performance Scale was also administered in order to obtain another measure of his capabilities. This test is totally non-verbal in nature, again, eliminating the bias of misunderstanding due to a language barrier. A mental age of 6.0 and an I.Q. of 98 were earned on this test. Difficulties were encountered when he was asked to reproduce various designs on the block design sub-test with most difficulties centering in rotation and angular confusion.

Both receptive and associative visual skills were measured with the various sub-tests of the ITPA. Scores obtained on these sub-tests show that his ability to receive information through a visual channel and associate it with other concepts was quite good. However, it can be noted that his auditory memory skills are far below the expectancy level for children of his age. The student was asked to draw various letters of the alphabet given to him in Spanish and English. He did not quite know the letters of the alphabet in either language, and reversals of the letters "d" for "p" and "b" for "d" were made. When asked to recognize various letters presented to him visually, reversals and much confusion were noted. These reversals were also seen

when he was asked to write various numbers from memory, as he reversed the numbers 7 and 9. When asked to count up to 100, he was able to count up to 25 and then began to have problems with the derivatives of 10, calling them 13, 14, and 15. The arithmetic and spelling sub-tests of the WRAT were administered. Scores here indicate that the subject's present academic functioning falls within the middle of kindergarten level. He was not able to recognize numbers beyond 10, and he was not able to compute a simple one-digit horizontal addition and subtraction problem. Visual motor skills were screened through the VMI. This test requires the child to reproduce various abstract designs in order of increasing difficulty. On this test he earned an age equivalent score of 6.0, approximately one year below his present chronological age.

Recommendations

1. The LEP-LD program should be provided for this student so that remediation in the auditory memory areas and in non-verbal reasoning skills can be provided for him in his native tongue.

2. Auditory memory exercises such as "Simon Says" and "I'm Going on a Long Voyage" may help remediate this area.

3. Since he appears to be a visual learner, any task presented to him should be presented in this manner. Also, when introducing any new concept, this channel should be

used to supplement learning.

4. When presenting any type of concept, it would be of benefit to him to have concrete clues. For instance, if he is working on math problems, beads or sticks should be presented to him so that he can visualize the concept that is presented by the problem.

CASE STUDY 3

Sex: Female Grade: 3 Birthdate: 1/26/70 Age: 8-7
Date of Examination: 9/14/78 Eligible: LEP-LD Program

Reason For Referral

This girl had difficulty in recognizing letters and making sound letter correspondence in both English and Spanish. She also seemed to have difficulty grasping math concepts and in completing assigned tasks.

Discussion

To gain some knowledge about her intellectual functioning, the WISC-R was administered to her. Since she is a child who is Spanish dominant, all test questions and instructions were given to her in Spanish. The scores obtained on this test should be used only as indicators of possible potential and should be used cautiously since normative data is based on the English version of the WISC-R.

In observing the verbal tasks presented to her, it appears that the student has good language skills in her native tongue and has comprehension skills which appear to be within the range that is average for her age. She does appear to have some difficulty, however, in understanding arithmetical processes, and her numerical capabilities are below those of children of her age group. Her ability to

form and understand abstract and concrete concepts when presented to her orally in her native tongue appears to be somewhat limited.

In the performance areas, there are some scatters. The student's understanding of social situations and her overall social intelligence appear to be superior to that of other children in her age group. She also appears to have above average non-verbal reasoning skills, as she was able to easily understand various non-verbal concepts presented to her. However, tasks requiring visual acuity and overall visual motor skills appear to be below those exhibited by other children of her age group. These same types of difficulties are apparent in her performance on the Berry-Buktenica Test of Visual Motor Integration. This test requires the subject to reproduce various abstract designs in order of increasing difficulty. She had a difficult time integrating the designs successfully and had a tendency to leave various gaps in the drawings that she produced. On this test she gained an age equivalent score of 5 years, 10 months, approximately three years below her present chronological age. Achievement in the areas of arithmetic and reading were measured by the Wide Range Achievement Test and various criterion based tests. She could not recognize most of the letters of the alphabet when they were presented to her visually. If the examiner orally gave the subject a letter to pick out from a series, she had much difficulty.

The subject was not able to read various basic sight words given to her in both Spanish and English and gained an approximate grade equivalent score of kindergarten-8. Math skills, however, appear to be her strong area, as she was able to successfully carry out various one and two digit addition and subtraction problems without carrying or borrowing. On the Wide Range Achievement Test, she earned an arithmetic grade equivalent score of 2.8. When the examiner asked her to reproduce her name on one of the test sheets, her initial attempt was extremely poor; she added extra letters and gaps to her last name.

Recommendations

1. She would benefit from a special bilingual program where remediation of her learning difficulties can be obtained.

2. The development of visual motor skills should be one of the primary goals in her educational program.

3. In the development of her verbal reasoning skills, the understanding of abstract and concrete concepts should be presented to her in a verbal manner.

4. She should wear her glasses while doing any type of school work. An incentive program may need to be established to get her to follow through with this.

CASE STUDY 4

Sex: Female Grade: 2 Birthdate: 7/2/70 Age: 7-6
Date of Examination: 1/5/78 Eligible: LEP-LD Program

Reason For Referral

The subject rarely responds in school and never volunteers or asks questions. It appears that she does not know letter sounds in Spanish or English. Her reading assignments are usually incomplete or not done. She recognizes numbers but not number words and has not been successful with addition facts.

Discussion

Since the subject is presently enrolled in her school's bilingual program and appears to have limited English-speaking skills, the performance tests of the WISC-R were administered. These tests are, for the most part, nonverbal in nature, thus eliminating a bias due to the subject's lack of understanding of the English language. The subject earned a scale score of 4 in the picture arrangement sub-test. Her low score on this test indicates that her awareness of social situations and development of social skills appear to be somewhat limited when compared to those of other girls her age. In contrast, her abilities to adapt to new learning situations and to learn from repetitive ex-

periences appear to be acceptable, as the scale score of 12 on the coding sub-test indicates. All other sub-test scores fell within the average confines for children of her age, showing that her development of non-verbal reasoning and of non-verbal concept formation appears to be satisfactory. She earned an overall performance I.Q. of 98, which falls within the average confines for children of her age.

Achievement in the areas of reading and arithmetic were tested through the WRAT. In math, she had some difficulties in understanding the concepts of greater than and less than and was not able to recognize any number beyond 10. She was limited in addition and subtraction facts in that she could only compute problems involving the numbers 1 through 10. She earned a grade equivalent score of 1.0 in math. In reading she had a difficult time recognizing the letters of the alphabet, both in Spanish and in English. She was, however, able to easily match the letters of the alphabet. A reading grade score of K-8 was earned by her.

Visual motor skills were screened through the VMI. On this test, the subject is required to draw various abstract designs in order of increasing difficulty. She had no problem in reproducing the simple designs initially presented to her, but as these began to get more detailed, some difficulties arose. The designs produced by the subject were equivalent to those produced by girls five years, six months of age. This is somewhat lower than her present

chronological age of seven years. During the testing situation, the examiner observed that the subject is extremely quiet and shy. It took her some time to catch onto tasks, but once she fully understood them, she was able to respond successfully to most tasks presented to her. Her teacher indicated that this pattern of behavior is also typical of the subject in the classroom, resulting in her being unable to keep up with the rest of the class.

Conclusions

Although the subject is a child of average intelligence, she is experiencing difficulties in academic areas specifically related to reading and arithmetic. Many of these difficulties may stem from her overanxiousness to do well and her shy manner. She is, however, lacking in various reading readiness skills which may prevent her from achieving at the same pace as those children who are in her current grade level. It is recommended, therefore, that a special bilingual program be afforded her where she can develop these reading skills at her own pace and where she can be given the opportunity to use her native language as a means of communicating any difficulties which she may encounter with her teacher.

Recommendations

1. The LEP-LD program is recommended for the subject in

order for her to receive individualized instruction specifically in the areas of reading readiness and language development.

2. Reading readiness skills should become the major part of her educational goals for the upcoming school year.

3. She is a very quiet and shy girl, and much praise should be given to her for tasks accomplished in order to enhance her self-image.

4. Initial efforts to help her overcome her shyness should be made in a small group situation with her working with one or two girls. Gradually, as her self-confidence builds, she should be included in larger groups.

5. Since visual motor skills appear to be somewhat below her present chronological age, it is recommended that tasks to remediate this area be given to her. Copying, tracing, and various drawing exercises may be used to improve her visual motor skills.

CASE STUDY 5

Sex: Male Grade: 1 Birthdate: 11/16/70 Age: 6-5
Date of Examination: 4/27/77 Eligible: LEP-LD Program

Reason For Referral

The subject's regular division teacher and his bilingual teacher state that he is learning at a very slow rate. Constant repetition is needed in order for him to recall material discussed in the classroom.

Discussion

Since he is a bilingual child and is currently enrolled in the bilingual program, the performance sub-tests of the WISC-R were administered. These tasks involved minimal verbalization, thus eliminating biases due to a language barrier. He earned an above average score of 13 on the coding sub-test. This specific sub-test measures flexibility in new learning situations, ability to learn visual motor skills from repetitive experiences, and ability to absorb new material in an associative context. His lowest score was on the picture arrangement sub-test, indicating social awareness or social intelligence. It should be taken into consideration, however, that a lowered score on this sub-test may be due to cultural differences in his background, rather than to actual lack of social awareness. Non-verbal

reasoning skills appear to be somewhat below average, while average skills were noted in tasks which required the subject to visualize concrete parts into meaningful wholes and to show ability to see spatial relationships. He earned a performance score of 93.

The Lieter International Performance Scale was also administered in order to ascertain his overall capacity for learning. This test is non-verbal in nature, eliminating the possibility of difficulties due to a language barrier. A basal reading level of six years was obtained, with all tasks successfully attempted. Skills in sequencing, visual discrimination, visual association, and visual sequential memory were all needed in order to complete these tasks. At the seven year level, only one test was passed, showing his dominant strengths to be visual memory and visual association. An overall I.Q. of 104 was obtained on this test.

His visual motor skills were comparable to those skills in other children six years of age. He was asked to draw designs in order of increasing difficulty. Various of these designs were accomplished with little or no effort; however, as the drawings became more difficult, integration skills began to deteriorate.

Achievement in the areas of reading and math were screened by means of the WRAT. In reading it was noted that he has not yet learned all the letters of the alphabet and has had difficulties of a bilingual nature in this particular

task. For instance, some of the letters that he did not know in English, he did know in Spanish and vice versa. When asked, however, to make the sounds of various of these letters in either Spanish or English, he could not comply. Arithmetic skills appear to be above average, as he was able to compute simple addition and subtraction both horizontally and vertically with one digit numerals. A grade equivalent of 2.4 was earned on this sub-test. He was asked to reproduce various letters of the alphabet and had difficulty with this task. Again, the task was repeated with numbers where he was able to produce from memory the numbers one through ten. Beyond that, all other numbers proved difficult for him. He has yet to learn how to write his last name.

Conclusions

He is a child of average capability in performing non-verbal tasks requiring non-verbal reasoning capabilities. Hearing and speech difficulties, however, may be hindering him from developing verbal skills to his full capacity. Also, these types of difficulties, compounded by limited auditory recall skills and daily input in two different languages, may be resulting in much confusion and may be keeping him from learning at a rate commensurate to that of his peer group.

Recommendations

1. Remedial help should be obtained to help him develop verbal skills more fully.

2. Improvement of speech may be achieved through speech therapy. It is recommended that screening take place in order to ascertain the degree of therapy needed.

3. A follow-up study should be carried out to obtain all medical records and clinic reports on him.

4. Improvement of auditory recall skills should be included in his educational plan for the school year 1977-1978.

5. A conference should be held after the first grading period for the purpose of reporting on this child's progress and helping to plan his future academic goals. A conference was held after the first grading period. The specific recommendation of the conference committee was that this child be placed in the LEP-LD program as soon as possible.

CASE STUDY 6

Sex: Female Grade: 2 Birthdate: 4/4/69 Age: 8-6
Date of Examination: 10/12/77 Eligible: LEP-LD Program

Reason For Referral

This child's teacher states that the subject still has not learned to write her name and has difficulty with one-to-one correspondence even though she is repeating second grade. She appears to have some memory problems and is presently having some adjustment problems. A psychological evaluation was requested in order to help gain insight concerning her social/academic functioning.

Discussion

Since she is presently enrolled in the Bilingual program and appears to have some limitations in English-speaking abilities, the performance sub-test of the WISC-R were administered. On this test most of her scores tended to fall within the range that is average for a child of her age. She appears to have adequate non-verbal reasoning skills and her abstract and concrete thinking abilities appear to be average. Her ability to adjust to new learning situations and to learn from repetitive experiences appears to be somewhat above average for children of her age. She also seems to understand social situations, and her visual discrimina-

tion skills appear to be average for her age. She earned a performance score of 93, which falls within the average range of intelligence.

In order to ascertain academic achievement, the WRAT was administered. In reading, she attained a grade score of K-2. She was able to match various letters of the alphabet, but could not recognize or name most letters of the alphabet in either Spanish or English. The only letter recognized was the letter A. In arithmetic, she earned a grade equivalent score of 2.1. She was able to solve simple math reasoning problems and was able to compute written problems in addition and subtraction. Two sub-tests of the ITPA were presented in Spanish, as this is her dominant language. Since test translation renders tests invalid, they should only be used as indicators of skills. She was able to easily express herself in Spanish, as she was able to give excellent answers when asked to say all she knew about items such as a button, a ball, a block, and an envelope. Her auditory memory skills, however, appear to be somewhat limited in that she had difficulties in repeating various number sequences.

The Developmental Test of Visual-Motor Integration was used to test her visual-motor skills which appear to be at grade level. The subject had little difficulty in reproducing the various abstract designs presented to her and earned an age score of 8.8. There seems to be some hesitan-

cy in accomplishing this task, which may be indicative of difficulties in printing. Her teacher states that although she is a repeater in second grade, she still has much difficulty in learning letters and letter sounds and is falling considerably behind in the area of reading. She also appears to have missed quite a lot of school due to illness. Consideration should be given to the fact that she appears to be limited in skills of retaining subject matter given through an auditory channel; thus, any learning through this channel may be difficult for her unless much review is given. Because of these factors, it is recommended that she be made eligible for the LEP-LD program where remediation can be given to improve her auditory memory difficulties and she can progress at her own rate in the various academic areas. Since this class is also bilingual in nature, there would be no difficulty in her understanding the teacher on the required tasks.

Recommendations

1. The LEP-LD program is recommended.

2. Development of auditory skills should be included as part of her educational plan.

3. She appears to have limited recall skills through the auditory channel, so it might be best if reading skills are approached through the visual channel. A sight word list may be of benefit in the teaching of reading.

4. She appears to be quiet and hesitant in the classroom situation; therefore, much encouragement and praise should be given to her to help decrease her shyness.

5. Although her visual-motor skills appear to be at age level, it still might be helpful for her to practice printing.

6. It may be advantageous for her to have tasks of responsibility such as picking up the attendance list or running messages to the office in order to help her overcome her shyness and also to enhance her self-image.

7. Development of English-speaking skills should be a prime goal in her educational plan.

CASE STUDY 7

Sex: Male Grade: 1 Birthdate: 5/10/70 Age: 6-5
Date of Examination: 10/19/76 Eligible: EH and/or LEP-LD

Reason For Referral

This child has difficulty in writing letters and numbers. He experiences difficulty expressing himself in English and Spanish and in retaining simple concepts.

Discussion

He is the third of six children. His mother states that he has never attended kindergarten, and much of the difficulty he has in school may be attributed to this.

Since he is a bilingual child and was referred by his bilingual teacher, the Leiter International Performance Scale was administered. This is a totally non-verbal test which eliminates the possibility of a bias due to a language barrier. A basal reading level was obtained at the 4 year level. He was able to differentiate one object from another by color, shape, and design. Counting skills were exhibited at this age, as were visual association skills. At the 5 year level, he was able to detect analogies in different objects presented to him and was able to link objects or concepts on the basis of prior knowledge or experiences. Perception of position, the perception in space of an object

in relation to the observer, was another skill exhibited. At the 6 year level, difficulties were encountered in visual memory and sequencing and also in visual discrimination of color, size, and shape. However, he was able to recognize the nature of objects, letters, and numbers when viewing them and was also able to detect similarities in objects. No tests were passed at the 7 year level. Since he appears to have difficulty in areas such as sequencing and discrimination at his age level, he may be experiencing problems in learning how to read.

The performance sub-test of the WISC-R were administered to him in Spanish. Since he is a dominant Spanish-speaker, results of these tests are considered invalid but may be used as indicators of his performance in non-verbal tasks.

On the picture completion sub-test, which measures visual conceptual abilities, his score falls within the normal range for children of his age level. His ability to see spatial relationships and to synthesize concrete parts into meaningful wholes also seems to fall within range. When asked to arrange pictures in order to relate a story, he appeared to have great difficulty. It appears that he lacks the skill to see and understand a total situation based on prior experience and organization.

His non-verbal reasoning skills are limited, as evidenced from the Block Design Sub-test. He could not perceive

and analyze the designs presented and reproduce them. His learning process is of a rigid nature, as he has a hard time adapting to new learning situations and learning from repetitive experiences. In the classroom setting, this may appear as resistance to new concepts presented.

The Visual Motor Integration Tests, which show the ability to reproduce abstract designs presented, show him to be functioning approximately 2 years below his age. Directionality was his prime difficulty; he had a hard time deciding where to start and how to follow the directions of the design. The Bender-Gestalt Test, which presents similar tasks, shows him to have integrative problems; he tended to use a previous design as the base for new designs. Rotation and perseveration of some designs were also noted.

He was asked to name various letters drawn on a sheet of paper. This task revealed that he does not know all his letters. A "c" was identified as "u," "o," as "b," "a," as "r," "e," as "m." He was, however, able to copy these letters, even though in a hesitant manner. He was not able to recognize the numbers one to ten and had difficulty in directionality when reproducing the letters.

Conclusion

He is a bilingual child who is experiencing academic difficulties in his school. Understanding the sequencing aspects of new concepts presented is a difficult task for

him. This, coupled with the fact that he has missed the experiences of kindergarten which enhance first grade readiness, increases his chances of failure in the regular academic setting.

Recommendations

1. The LD Itinerant teacher can provide him with individual help to fill in the gaps in his learning.

2. Presenting to him cut-up comic strips and asking him to arrange them in sequential order can help improve his sequencing skills.

3. Sentences requiring him to fill in missing words can also increase this skill.

4. Tasks such as asking him to fill in the missing numbers or letter on a number or alphabet line can increase his knowledge of numbers and letters.

5. His visual motor skills may be improved by his copying and matching geometric figures or dot-to-dot configurations of shapes, letters, and numbers.

6. Since his level of adaptability to new learning situations is low, new concepts should be introduced gradually. Rote drills should be used whenever possible.

7. Placement in the LEP-LD program is recommended as soon as there is space available.

CASE STUDY 8

Sex: Female Grade: 1 Birthdate: 5/8/70 Age: 6-11
Date of Examination: 4/21/77 Eligible: LEP-LD Program

Reason For Referral

The subject is not comprehending the basic material that is presented in the classroom. She also appears to be very shy and is afraid to participate in classroom activities.

Discussion

Testing was begun with the Lieter International Performance Scale. This test is non-verbal in nature, eliminating the possibility of a bias due to a language barrier. At the five year level, all tests were passed. Skills in visual association and discrimination and verbal reasoning were demonstrated. At the six year level, three sub-tests were passed. These sub-tests included tasks which require visual sequential memory and, again, visual discrimination and association. Sequencing skills appeared to be an area in which the subject excelled. At the seven year level, the subject was able to detect analogies or similar events in different objects, thus correctly passing the age differences sub-test. A ceiling was obtained at the eight year level, earning a mental age of six years. Total I.Q. obtain-

ed on this test was 87.

On an informal basis, she was asked to reproduce various letters of the alphabet from memory, This task was extremely hard for her, and she was able to recall and print only four letters. The examiner then asked her to name various letters printed on a sheet of paper. Again, she was confused and could correctly identify only the "g." Numerical skills appeared to be far higher, as she was able to recall and successfully draw the numbers one through ten. Also, a grade equivalent of 1.2 was earned on the arithmetic sub-test of the WRAT. Here, she was able to compute a simple one digit addition problem. In order for her to name correctly the letters presented to her, she had to start with "a," "b," "c," and work her way up to that specific letter. Overall academic skills appeared to be at the kindergarten level.

Drawings which she executed on the VMI test showed her to be deficient in visual motor coordination. She could reproduce correctly very few of the designs presented to her for reproduction. Her tendency was to distort the pictures. She obtained an age equivalent score of 4.11, which is approximately two years below her chronological age. On her Draw-A-Man test, the drawing she reproduced showed signs of immaturity. She drew a stick person whose only facial features were eyes, a nose, and a mouth.

Conclusions

She is a child whose learning rate appears to be lower than that of other children of her age group. Achievement in academics is seen as lower than that of her peer group, commensurate with her level of expectancy. Improvement of her basic reading and visual motor skills will be needed to enable her to keep up with her peers.

Recommendations

1. Remedial reading help should be obtained for her in order to help improve her reading skills.
2. Her visual motor skills may be improved by means of various tracing, copying, and cutting exercises.
3. A staffing with all involved school personnel should be held at the start of the school year, in order to help plan for her academic needs in the coming school year.
4. Placement in the LEP-LD program is recommended as soon as there is space available.

CASE STUDY 9

Sex: Male Grade: 2 Birthdate: 6/7/69 Age: 8-4
Date of Examination: 10/14/77 Eligible: LEP-LD Program

Reason For Referral

This student has problems in blending syllables in reading and has problems remembering letter names and letter sound associations.

Discussion

The performance sub-tests were administered to him in order to gain an overview of his overall capacity for learning. These tests are non-verbal in nature, eliminating the possibility of a bias due to a language barrier. Sub-test scores range from a scale of 3 on the picture arrangement sub-test to a scale score of 13 on the object assembly sub-test. This sub-test measures the ability to see spatial relationships and to synthesize concrete parts into meaningful wholes. His non-verbal reasoning skills, as demonstrated in the block design sub-test, appear to be within the range that is average for children of his age.

His ability to adjust to new learning situations and to learn from repetitive experiences appears limited. He also has a difficult time seeing a total situation based on environmental experiences and social awareness. This dif-

ficulty, however, may be due to differences between his Spanish-speaking culture and that of Anglophone children. He obtained an overall performance I.Q. score of 84 which falls within the low slow learner range of intelligence.

The Leiter was also administered to him. This test is totally non-verbal in nature. He obtained a six year level basal score and passed all sub-tests. At the seven year level, he only passed one sub-test. Strengths at this level were in tasks requiring visual association and in the subject's ability to perceive spatial relationships. No sub-tests were passed at the eight year level; thus, he earned an overall mental age of six years, three months.

Achievement in the areas of arithmetic and reading were screened through the WRAT. In the area of reading, the subject had not mastered letter recognition. He tended to use a sight word approach to reading with little, if any, utilization of phonetic skills. In the area of math, the subject encountered difficulty in understanding the concept of greater than or less than and was not able to carry out addition and subtraction problems beyond the number five. He earned grade equivalent scores of 1.1 in reading and 1.6 in arithmetic.

The subject's visual motor skills were screened through VMI. His designs appeared to be haphazard and distorted. He earned an age equivalent score of six years, which is considerably lower than his chronological age of

eight years, four months.

Conclusions

He is a child whose earned scores show him to be functioning within the slow learner range of intelligence. Reading skills appear to be one to one and a half years below grade level with specific difficulties centered in his reproduction of letter sounds and his recognition of letters. Also, visual motor skills appear to be far below the expected range for a child of his age. It is recommended that he receive individualized help in his native language in order for him to develop skills in both the reading and visual motor areas.

Recommendations

1. The LEP-LD program is recommended for this youngster so that in his native language he may develop skills necessary for successful achievement in the academic areas of reading and writing.

2. Lessons should be initially presented in Spanish with a gradual transfer to English, as Spanish is his dominant language.

3. Development of visual motor skills may be accomplished through various tasks such as printing, copying, and tracing exercises.

4. Social skills may be developed through classroom

discussion and through enrichment activities such as viewing films, listening to records, and going on field trips.

5. He has a tendency to accomplish a task in a haphazard manner with little or no time given to self-correction. It would be helpful if people working with the subject would encourage him to check over tasks accomplished and would praise him when he is successful in his work.

CASE STUDY 10

Sex: Male Grade: 2 Birthdate: 3/20/70 Age: 7-7
Date of Examination: 11/18/77 Eligible: LEP-LD Program

Reason For Referral

The principal of St. Joseph's School indicated that the subject had been passed conditionally to second grade. Diagnostic testing was suggested because of the subject's apparent learning problems.

Discussion

In order to gain some knowledge as to his current intellectual functioning, various sub-tests of the WISC-R were administered to the subject. The questions were presented to him in both Spanish and English, and he was allowed to respond in whichever language he felt most comfortable using. The testing indicated that he has adequate verbal reasoning skills and adequate ability to understand every day situations and develop judgements from them. His ability in solving numerical reasoning problems is somewhat limited. In the performance area he had difficulty when it came to learning concepts through repetition, and his ability to understand concepts that were presented verbally was limited. However, his skills in zeroing in on specific details and understanding part-whole relationships were quite satis-

factory.

The subject's visual motor skills were screened through the Berry-Buktenica Test of Visual Motor Integration. The designs that he produced were comparable to those of six year old boys. He appeared to have a lot of difficulty in forming angles and in balancing his design. Various items of the Brigance Inventory of Basic Skills were also administered in order to gain a measure of his academic achievement. Again, he was allowed to use either Spanish or English to answer, and the tasks were presented in both these languages. In tasks of readiness skills, he was able to visually discriminate various letter shapes and words. He was also able to name all the colors. He easily understood directional and positional words, and his fine motor skills were adequate. His verbal fluency in Spanish and in English appeared to be satisfactory, but he was not able to count by rows of 10 or recite the letters of the alphabet. When the numbers were presented to him visually, then he was able to name them, but when he was visually presented with letters of the alphabet, he could not name them either in lower case or upper case. In arithmetic, with some help he was able to row count up to 30 and was able to count up to 16 objects. He could not, however, write the numbers beyond 20, and on a math grade test he obtained a grade equivalent score of 1.0.

Conclusion

He is a child who appears to have some learning potential. He does have some academic limitations, however, as his overall score variances have been somewhat limited. Consequently, it is difficult for him to keep up with the other students in his present grade. It is recommended that he attend the LEP-LD program where he can receive individualized instruction and develop more academic skills.

Recommendations

1. He should be placed in the LEP-LD program for the next school year.

2. Concentration should be given to developing academic skills, especially in reading and arithmetic. Since he is already below a readiness level in reading, he will need to be instructed starting with the letters of the alphabet.

3. Since he needs to develop his English-speaking skills more fully, language activities utilizing this specific language are recommended.

Conclusion

Children with learning disabilities give educators a great challenge. These children appear quite "normal," yet they demonstrate subtle and complicated problems. They have generally not been able to learn, yet they have the potential for learning and can learn. Educators believe that these children can become productive members of society if they are provided appropriate educational experiences. It is only when educators understand the specific problems that learning disabled students encounter can they implement effective remedial procedures to give these children the help they need.

Remediation of learning disabilities of the students described in the case study summaries appears to be proving effective.

CHAPTER VI

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

Summary

This study described an educational program for limited English proficient students who have learning disabilities. The study evaluated the program following the guidelines of the CIPP Evaluation Model. Students in the program, their parents, teachers in the program and all other teachers who work in the building which houses the program, supervisors involved with the program, and an evaluator were asked to assess the degree to which it effectively and efficiently served the needs of the students. The study analyzed students' and parents' perceptions of the effect of the program on students in comparisons with the effect of their previous educational experiences; teachers and supervisors' perceptions of the degree of importance of the program objectives; the evaluator's perceptions of the quality of the student identification process for the program; teachers' parents', students', and the evaluator's perceptions of the adequacy of human resources for the program; and students' and parents' perceptions of the degree to which the program climate is supportive and responsive to their needs.

For the purpose of this study it was hypothesized that:

(1) The program has no effect on the LEP-LD students

serviced by the program.

(2) Teachers and supervisors involved in the program do not perceive the program objectives as important.

(3) Students in the LEP-LD program and their parents perceive the program as less adequate towards meeting the students' educational needs than were the students' previous school experiences.

(4) Human resources for the program are not adequate.

(5) Students in the program and their parents have not found the program climate to be supportive and responsive to their needs.

(6) Identification of LEP-LD students is not adequately achieved by the program.

The tests of Hypothesis I indicated that there were significant differences between the mean percentage gains of the LEP-LD program group and those of the comparison group for the 1977-1978, 1978-1979, and 1979-1980, school years. The program group's level of achievement was greater than that of the comparison group in language proficiency, in word sight recognition, and in mathematics computation for all three years included in the study.

The first hypothesis stated that the LEP-LD program has no effect on the students serviced by the program. Since all applicable research instrument responses and all other applicable research data used in the study, i.e., pre and post test scores, indicated that the program has an effect

on the students in the program, Hypothesis I was rejected.

The tests of Hypothesis II indicated that 10 percent of the program objectives were perceived by teachers and supervisors as not important, and that 90 percent of the program objectives were perceived by the teachers and supervisors as important or very important.

Hypothesis II stated that teachers and supervisors involved with the program do not perceive the program objectives as important. Since all applicable research data used in the study indicate that teachers and supervisors perceive the program objectives as important to a significant degree, Hypothesis II was rejected.

The tests of Hypothesis III indicated that 13 percent of student group and parent group responses ranked the program as poor or weak in meeting the educational needs of the students as compared with their previous educational experiences and that 87 percent of the student group and parent group responses ranked the program as good to excellent in meeting the educational needs of the students as compared with their previous educational experiences.

Hypothesis III stated that students in the program and their parents perceive the program as less adequate toward meeting the students' educational needs than were the students' previous school experiences. The research findings showed that students in the program and their parents perceived the program as adequately meeting the educational

needs of the students to a significant degree when compared to the students' previous educational experiences. Therefore, Hypothesis III was rejected.

The tests of Hypothesis IV indicated that 10.5 percent of the responses made by student group, parent group, teacher and supervisor group, and evaluator ranked the program as poor or weak in providing adequate human resources and that 89.5 percent of the responses made by student group, parent group, teacher and supervisor group, and evaluator ranked the program as good to excellent in providing adequate human resources.

Hypothesis IV stated that human resources for the program are not adequate. The research findings showed that human resources are adequate for the program to a significant degree. Therefore, Hypothesis IV was rejected.

The tests of Hypothesis V indicated that 12.5 percent of the responses made by student group and by parent group ranked the program as poor or weak in being supportive and responsive to their needs and that 87.5 percent of the responses made by student and parent groups ranked the program as good to excellent in being supportive and responsive to their needs.

Hypothesis V stated that students in the program and their parents have not found the program climate to be supportive and responsive to their needs. The research findings show that students in the program and their parents per-

ceived the program as providing a climate that is supportive and responsive to their needs. Therefore, Hypothesis V was rejected.

The tests of Hypothesis VI indicated that there were significant efforts being made in the identification of LEP-LD students by the program district.

Hypothesis VI stated that identification of LEP-LD students was not adequately achieved by the program. However, the research findings showed that identification of LEP-LD students was adequate when evaluated in terms of the criteria for identifying the LEP-LD child as defined by the district implementing the program. Therefore, Hypothesis VI was rejected.

Implications of the Findings

The data collected in this study revealed a consistent pattern of efficiency and effectiveness in serving LEP-LD students on the part of the LEP-LD program. The differences between the achievement of the program students in language proficiency, word sight recognition, and mathematics computation and the achievement in the same areas of students in the comparison group were varied enough in most instances that there can be little doubt about the possibility of developing programs which effectively and efficiently serve the needs of LEP-LD students.

Within the limits imposed by the population sample

and the methodology of this research study, the findings suggest several important implications.

First of all, the CIPP Program Model seems efficacious as a framework for this study.

Second, the findings tend to support the idea that the development of an effective, efficient LEP-LD program is possible, practicable, and replicable.

Third, the findings tend to support the statement that the LEP-LD child learns better when his educational problem is adequately identified and he is placed in the proper special program to remediate his problem.

Fourth, implications regarding LEP-LD program efficacy might be gained by looking at the positive effects of this special LEP-LD program on student achievement. The findings imply that a favorable, supportive educational environment does make a difference. It appears that the program students' feelings of worth are enhanced by the educational environment and that they can succeed without losing their identity.

Finally, this study demonstrates the need for research concerning the LEP-LD student. The combined field of special education and bilingual education (SEBE) as we understand it at the present is still in its infancy stage of development. The small number of SEBE programs and the limited amount of related literature inhibit any true experimental or purely statistical studies at the present time.

Not withstanding, there is a real need for experimental research in the area of SEBE. Differences between English-speaking LD and LEP-LD students offer a challenging field for further research, with each group alone presenting its own problems.

General Recommendations

The following recommendations seem appropriate and worthy of further investigative efforts:

1) LEP-LD programs for teacher preparation are needed. Such programs must provide individuals in them with detailed knowledge of both LEP and LD students, knowledge of the dynamics of transculturation, knowledge of how cultural processes operate in the cognitive and affective growth of students, and knowledge of the dynamics of LEP-LD students and their remediation.

2) Since the LEP-LD teacher needs a broader background in special education and bilingual education, the interdisciplinary approach to content in his training would probably be more appropriate than the one or two year major subject matter concentration commonly practiced in teacher training institutions.

3) SEBE teaching positions do not merely require certified teachers who happen to be bilingual; rather, they require teachers who are fully certified to teach in the SEBE context.

4) Much evidence corroborates the idea that children learn better when their first language is used as a medium of instruction.

5) Instructional LEP-LD programs must be established that enrich students, not merely compensate them. The programs should use positive approaches and home based cultural experiences.

Recommendations for Future Research

Future research in the area of LEP-LD might include the following:

1) Comparative analysis of different LEP-LD programs as SEBE programs develop.

2) More administrative personnel such as superintendents, cabinet members, board of education members, etc., as participants in research studies.

3) Evaluations to determine the efficacy of training programs for SEBE teachers.

4) Information on the theory and practice of exemplary or innovative SEBE pre and in service training programs.

5) Information on and analysis of test and testing mechanisms for SEBE students.

6) Information on per pupil cost of SEBE programs and other cost information including the use of funds.

7) Analysis of other programs affecting the SEBE student at the local level.

8) Information on the availability of technical assistance and other resources in the education of the SEBE student.

9) Analysis of the nature of involvement of the community in the SEBE program.

10) Analysis of the provisions of adult SEBE education programs.

11) Evaluations to determine the adequacy of program materials in accomplishing SEBE goals and objectives.

12) Analysis of different states' requirements for SEBE education.

13) Analysis of differences between English-speaking LD and LEP-LD students.

SELECTED BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

Books and Pamphlets

Askins, Billy, et al., Responsive Environment Program for Spanish American Children (REPSAC): Fourth Year Evaluation Study, Washington, D.C.: Bureau of Education for the Handicapped, 1972, ED. 111562

Baldwin, A.Y., Gear, G.H., and Lucito, L.J., Educational Planning for the Gifted: Overcoming Cultural, Geographic and Socioeconomic Barriers, Reston, Virginia: C.E.C., 1978.

Bergin, Victoria, Special Education Needs in Bilingual Programs, Rosslyn, Virginia: National Clearinghouse for Bilingual Education, 1980.

Bergin, W.E., and Garfield, S.L., Handbook of Psychotherapy and Behavior Change: An Empirical Analysis, New York: Wiley and Sons, Inc., 1971.

Bilingual Education Act, 20, U.S.C. 880 (b), Enacted January 2, 1968.

Boocock, Sarane S., An Introduction to the Sociology of Learning, Boston, Massachusetts: Houghton Mifflin Company, 1972.

Bryan, Tanis H., and Bryan, James H., Understanding Learning Disabilities, Sherman Oaks, California: Alfred Publishing Company, Inc., 1978.

Carrasquillo, Angela, New Directions for Special Education through a Bilingual Bicultural Approach, 1977, ED. 139173.

Carter, John, Diagnostic Special Education Personnel Preparation Program, Houston, Texas: The University of Houston at Clear Lake, 1978.

Carter, Thomas P., Mexican Americans in School: A History of Education Neglect, New York, New York: College Entrance Examination Board, 1970.

Center for Bilingual Education, Assessment Instruments in Bilingual, Los Angeles, California: Northwest Regional Educational Laboratory National Dissemination Center, 1978.

Coleman, J.S., et al., Equality of Educational Opportunity, Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1966.

Council for Exceptional Children, Council for Exceptional Children Handbook, Reston, Virginia: C.E.C., 1978.

Education of Handicapped Children Act, U.S. Congress, Public Law, 94-142, Part B, 1975.

Garcia, Ricardo, Learning In Two Languages, Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1976.

Harber, Jean, The Bilingual Child with Learning Problems, 1976, ED. 143149.

Irizarry, R., Bilingual Education State and Federal Legislative Mandates: Implications for Program Design and Evaluation, Los Angeles, California: National Dissemination and Assessment Center, 1965.

Johnson, Doris J., and Myklebust, Helmer R., Learning Disabilities: Principle and Practices, New York, New York: Grune & Stratton, 1967.

Kirk, Samuel, and Kirk, Winifred D., Psycholinguistic Learning Disabilities: Diagnosis and Remediation, Urbana, Illinois: University of Illinois Press, 1975.

Lau vs. Nichols, 414 U.S. 563 (January 21, 1974).

McCarthy, James, and McCarthy, Joan F., Learning Disabilities, Boston, Massachusetts: Allyn and Bacon, Inc., 1969.

Miranda, Manuel, Psychotherapy with Spanish-Speaking: Issues in Research and Service Delivery, Spanish-Speaking Mental Health Research Center Monograph Number Three, Los Angeles: Spanish-Speaking Mental Health Research Center, University of California at Los Angeles, 1976.

National Clearinghouse for Bilingual Education, Bilingual Special Education Packet, Rosslyn, Virginia: National Clearinghouse for Bilingual Education, 1980.

Seelye, H. Ned, Teaching Culture: Strategies for Foreign Language Educators, Skokie, Illinois: National Textbook Company, 1975.

Sims, Verner M., The Measurement of Socio-Economic Status, Bloomington, Illinois: Public School Publishing Company, 1928.

State Board of Education, Rules and Regulations to Govern the Administration and Operation of Special Education, A Document, Springfield, Illinois: State Board of Education, 1979.

Taba, Hilda, and Elkins, Deborah, Teaching Strategies for the Culturally Disadvantaged, Chicago, Illinois: Rand McNally & Company, 1966.

The Excluded Student, Mexican American Education Study, Washington, D.C.: U.S. Commission on Civil Rights, 1972.

The Unfinished Education, Mexican American Education Study, Washington, D.C.: U.S. Commission on Civil Rights,1971.

U.S. Public Law 94-142, The Education for All Handicapped Children Act, 1975.

Valverde, Leonard A., Bilingual Education for Latinos: Educacion Bilingue para Latinos, Washington, D.C.: Association for Supervision and Curriculum Development, 1978.

Zigler, E.F., Inequality in Education, Cambridge, Massachusetts: Harvard Center for Law and Education, Number 13, December, 1972.

Periodicals and Abstracts

Abbott, Robert E., "Learning Disabilities-They're All Around You," Paper presented at the International Bilingual Bicultural Education Conference, May, 1975, Chicago, Illinois.

Arciniega, Tomas A., "Sociocultural Imperatives in the Education of Young Handicapped Children of Spanish-Speaking Background," In Early Education in Spanish-Speaking Communities, edited by Pascal Trohanis, New York: Walker and Company, 1978.

Aspira Inc. of Illinois, "Bilingual Education and Desegration," A Position Paper (December, 1976).

Ayala-Vazquez, Nancy, "Bilingual Special Education: Ahora," In Bilingual Education, edited by Hernan LaFontaine, et al., Wayne, New Jersey: Avery Publishing Group, 1978.

Baca, Mario, "What's Going On in the Special Education Classroom?" Teaching Exceptional Children 7, No. 1 (Fall, 1974): 25.

Bateman, B., "Learning Disabilities-Yesterday, Today and Tomorrow," Exceptional Children 31, (1964): 167-177.

Bruincks, R., Glaman, G., and Clark, C., "Prevalence of Learning Disabilities: Findings, Issues and Recommendations," U.S. Department of Health, Education, and Welfare Research Report #20 (June, 1971).

Cortes, Lydia, "A Student's Reaction to Bilingual Special Education," Paper presented at the Annual International Convention, Council for Exceptional Children, April 1977, Atlanta, Georgia.

Gibson, Guadalupe, "An Approach to Identification. A Prevention of Developmental Difficulties Among Mexican American Children," American Journal of Orthopsychiatry 48 (1978): 96-109.

Gonzales, Eloy, and Ortiz, Leroy, "Social Policy and Education Related to Linguistically and Culturally Different Groups," Journal of Learning Disabilities 10, No. 6 (June-July, 1977) 332-338.

Gonzales, Gustavo, "Language, Culture, and Exceptional Children," Exceptional Children (May, 1974): 565-570.

Goodenough, Florence, "The Relation of Intelligence of Pre-School Children to Occupation of Their Fathers," Journal of Psychology, 40 (April, 1928): 285/294.

Hill-Burnet, Jacquetta, "Bilingualism and Special Education," In Special Education: Needs-Costs-Methods of Financing, 1975, ED. 106985.

Jorstad, D., "Psycholinguistic Learning Disabilities in Twenty Mexican American Students," Journal of Learning Disabilities 4 (1971): 143-149.

Perceptually Handicapped Children, Inc., "Learning Disabilities," A Brochure (September, 1977): 3-4.

Werner, E.E., Honzik, M.P., and Smith, R.S., "Prediction of Intelligence and Achievement at Ten Years from Twenty Months Pediatric and Psychologic Examinations," Child Development 38 (Fall, 1968): 1063-1075.

Theses and Other Papers

Baugh, Lila, The Study of the Pre-School Vocabulary of Spanish Children, A Thesis, University of Texas, 1933.

Lozano, Amparo A., An Experiment in Teaching Spanish to Spanish-Speaking Children, A Thesis, University of Texas, 1932.

Saunders, Lyle, The Spanish-Speaking Population of Texas, Inter-American Education Occasional Paper V, University of Texas Press, 1949.

APPENDICES

APPENDIX A

616 Yeoman Park
Waukegan, Illinois
July 25, 1981

Dear Colleague,

I am completing a graduate program in curriculum and instruction at Loyola University and would greatly appreciate your participation in a research study which I am conducting. Your participation involves completing a questionnaire and a rating sheet which requires approximately fifteen minutes. The study involves looking at the quality of the BIPAS program in our school district and describing its various components and outcomes.

I have received permission to conduct this study from our school district's Special Education Department and Administrative office. Anonymity to you and your students is guaranteed in all phases and reports of this study. The results of the study will be available to your school upon completion of the study.

Although your participation is voluntary, I am asking you to please take a few minutes to participate in this research endeavor. I thank you in advance for your participation.

Sincerely,

Raymond Rodriguez

Please return your questionnaire and rating sheet by U.S. Mail in the stamped addressed envelope by_____. Thank you.

Dear Teacher/Supervisor:

I am asking your help in looking at the quality of the BIPAS program in your school/district. I would appreciate it if you would fill out the questionnaire, using the scale as suggested below. Please CIRCLE the number which you feel is closest to your opinion regarding the questions listed.

Educator Information

1. Years of full time teaching experience (Including this year).

   _____ 1-2 years

   _____ 3-5 years

   _____ 6-10 years

   _____ More than ten years

2. Highest level of education.

   _____ Bachelor's degree

   _____ Master's degree

   _____ Certificate of Advanced Study

   _____ Doctorate

3. If you hold a graduate education degree, indicate your major area of study.

   _____ Administration/Supervision

   _____ Curriculum and Instruction

   _____ Other, please specify_____

Program Information

Each of the following questions is intended to evaluate a critical and significant component of the BIPAS program being studied and is to be rated on the following scale:

0--Conditions described do not exist, or exist but are generally unacceptable
1--Conditions are minimally met but display substantial weaknesses

2--Conditions are adequately met
3--Conditions are well met
4--Conditions are excellently met

Your ratings will be used to draw up a series of observations and recommendations to be included in the research study.

1. To what extent are students in BIPAS developing English fluency?..... 0 1 2 3 4

2. To what extent are students in BIPAS developing English literacy?.....0 1 2 3 4

3. To what extent are students in BIPAS developing first language fluency?.....0 1 2 3 4

4. To what extent are students in BIPAS developing first language literacy?.....0 1 2 3 4

5. To what extent is there a local evaluation program to measure achievement in two languages?.....0 1 2 3 4

6. To what extent are students in BIPAS studying subject matter in a language they can understand?.....0 1 2 3 4

7. To what extent are students in BIPAS demonstrating increased achievement in academic areas?.....0 1 2 3 4

8. To what extent do BIPAS teachers give grades or evaluations for academic subjects taught in the BIPAS program?.....0 1 2 3 4

9. To what extent is there a local evaluation program to measure achievement in academic areas in the BIPAS program?.....0 1 2 3 4

10. To what extent is appreciation for the heritage and values of the BIPAS student built into the BIPAS curriculum?.....0 1 2 3 4

11. To what extent is appreciation for the heritage and values of the BIPAS student built into the regular school curriculum?.....0 1 2 3 4

12. To what extent do students in the BIPAS program appear comfortable, happy and motivated?.0 1 2 3 4

13. To what extent does the daily schedule as implemented reflect coordination between the regular school program and BIPAS?.....0 1 2 3 4

14. To what extent does regular communication occur between BIPAS teachers and regular classroom teachers regarding the educational progress of the students?.....0 1 2 3 4

15. To what extent is there clearly defined leadership of the program?.....0 1 2 3 4

16. To what extent is the BIPAS program a well-articulated one from one grade level to another?.....0 1 2 3 4

17. To what extent does the faculty of your building demonstrate an understanding of the purpose of the BIPAS program and support for it?.....0 1 2 3 4

18. To what extent have regular classroom teachers been afforded in-service training related to BIPAS students?.....0 1 2 3 4

19. To what extent are regular classroom teachers involved in the implementation of the BIPAS program?.....0 1 2 3 4

20. To what extent has the district developed good lines of communication between the school and home of BIPAS students?.....0 1 2 3 4

APPENDIX B

STUDENT QUESTIONNAIRES

Dear Student:

I am asking your help in looking at the reality of the BIPAS program in our school. This is done with one purpose, i.e., to help you and others in the BIPAS program get the most out of it. I would appreciate it if you would fill out the questionnaire, using the scale suggested below. Please CIRCLE the number you feel closest to your opinion.

0--Poor
1--Weak
2--Good (Example: 0 1 2 3 4)
3--Very Good
4--Excellent

1. To what extent is the BIPAS program helping you to speak and write...

   A. English?.....0 1 2 3 4

   B. Your own home language?.....0 1 2 3 4

2. To what extent are you learning as much in your subjects in the BIPAS program as your friends who are not in the BIPAS program?.....0 1 2 3 4

3. To what extent is the BIPAS program providing opportunities for you to learn your language, your family background and cultural heritage?.0 1 2 3 4

4. To what extent is the total school program offering subjects in a language you can understand?.....0 1 2 3 4

5. To what extent do your teachers in the regular school program show interest in what you are doing in the BIPAS program, and encourage you to do the best in both the regular and BIPAS programs?.....0 1 2 3 4

6. To what extent are your teachers in the BIPAS program helping you to resolve your problems and questions at school?.....0 1 2 3 4

7. To what extent does the BIPAS program offer personal and career counseling in two languages?.....0 1 2 3 4

8. To what extent are you learning because of the BIPAS program?.....0 1 2 3 4

9. To what extent are you enjoying attending the BIPAS program?.....0 1 2 3 4

10. To what extent have your parents been involved in helping at school for BIPAS activities?.....0 1 2 3 4

CUESTIONARIO PARA ALUMNOS

Querido Alumno:

Quisiera pedir tu ayuda en mirar el estado actual del programa BIPAS en nuestro distrito. Esto lo hago con el solo motivo de ayudarte a ti y los otros estudiantes que estan ahora en el programa. Seria de mucho valor si respondieras al cuestionario usando la escala sugerida. Por favor, circula el numero que mejor refleja tu opinion.

0--Mal
1--Debil
2--Bien (Ejemplo: 0 1 2 3 4)
3--Muy Bien
4--Superior

1. A que nivel te esta ayudando el programa BIPAS a hablar y escribit...

   A. el ingles?.....0 1 2 3 4

   B. tu propio idioma?.....0 1 2 3 4

2. A que nivel estas aprendiendo tanto en tus asignaturas en el programa BIPAS como tus amigos que no estan en el programa BIPAS?.....0 1 2 3 4

3. A que nivel te esta dando el programa BIPAS una oporunidad para aprender tu propio idioma, la base tradicional de tu familia, y tu herencia cultural?.....0 1 2 3 4

4. A que nivel esta ofreciendo el programa entero de le escuela asignaturas por medio de un idioma que entiendes?.....0 1 2 3 4

5. A que nivel muestran interes tus profesores en lo que haces en el programa BIPAS, y en animarte para que hagas lo mejor que puedas en ambos programas, regular y BIPAS?.....0 1 2 3 4

6. A que nivel te estan ayudando los profesores en el programa BIPAS a resolver tus problemas y preguntas en la escuela?.....0 1 2 3 4

7. A que nivel ofrece el programa BIPAS consejos personales y guias para escoger carreras en dos idiomas?.....0 1 2 3 4

8. A que nivel estas aprendiendo porque estas en el programa BIPAS?.....0 1 2 3 4

9. A que nivel estas gozando tu asistencia al programa BIPAS?.....0 1 2 3 4

10. A que nivel han participado tus padres en ayudar a la escuela en la implementacion de las actividades BIPAS?.....0 1 2 3 4

APPENDIX C

PARENT QUESTIONNAIRE

Dear Parents:

I am asking your help in looking at the quality of the BIPAS program in our district. This is done with only one purpose, i.e., to help your children in the program. We would appreciate if you would fill out the questionnaire, using the scale as suggested below. Please CIRCLE the number you feel closest to your opinion.

0--Poor
1--Weak
2--Good (Example: 0 1 2 3 4)
3--Very Good
4--Excellent

1. To what degree does your child speak and write...

   A. in English?.....0 1 2 3 4

   B. in Spanish?.....0 1 2 3 4

2. To what degree do you feel that some satisfactory progress has been made by your child since he/she enrolled in the program...

   A. in the second language?.....0 1 2 3 4

   B. in his/her own home language?.....0 1 2 3 4

   C. in school subjects?.....0 1 2 3 4

3. To what degree does your child feel good being in the BIPAS program?.....0 1 2 3 4

4. To what degree is your child showing interest in his family customs, practices, traditions, attachments, background?.....0 1 2 3 4

5. To what degree do you feel that all teachers of your child have a good attitude toward the BIPAS program, its activities, its staff members?.....0 1 2 3 4

6. To what degree have you and other parents whom you know been invited by the school to help in any way in the BIPAS program, such as in...

   A. planning meetings?.....0 1 2 3 4

B. implementing activities?.....0 1 2 3 4

C. looking at the quality of the BIPAS program?.....0 1 2 3 4

7. To what degree is the school effectively communicating with you by letter, by phone, or by direct personal contact?.....0 1 2 3 4

CUESTIONARIO PARA LOS PADRES

Estimados Padres:

Quisiera pedir su ayuda en evaluar el estado actual del programa BIPAS en nuestro distrito. Esto lo hago con el solo fin de ayudar a sus hijos que estan ahora en el programa. Seria de mucho valor si ustedes respondieran al siguiente cuestionario usando la escala sugerida. Por favor circulen el numero que mejor refeja su opinion.

0--Mal
1--Debil
2--Bien (Ejemplo: 0 1 2 3 4)
3--Muy Bien
4--Superior

1. A que nivel habla y escribe su hijo/hija en...

   A. ingles?.....0 1 2 3 4

   B. espanol?.....0 1 2 3 4

2. A que nivel cree usted que cierto progreso ha sido conseguido por su hijo/hija...

   A. en el segundo idioma?.....0 1 2 3 4

   B. en su propio idioma?.....0 1 2 3 4

3. A que nivel se siente bien y comodo su hijo/hija en el programa BIPAS?.....0 1 2 3 4

4. A que nivel muestra interes us hijo/hija en las costumbres, tradiciones, y cultura etnica de la familia?.....0 1 2 3 4

5. A que nivel cree usted que todos los maestros (profesores) de su hijo/hija tienen una buena disposicion hacia el programa BIPAS, las actividades, o los miembros del programa BIPAS?.....0 1 2 3 4

6. A que nivel usted y otros padres conocidos han sido invitados por la escuela para ayudar en cualquier modo en el programa BIPAS, como...

   A. planear conferencias?.....0 1 2 3 4

B. la implementacion de actividades?.....0 1 2 3 4

C. la evaluacion del programa BIPAS?.....0 1 2 3 4

7. A que nivel se comunica con eficacia la escuela con usted por correspondencia, por telefono, o por contacto personal?.....0 1 2 3 4

APPENDIX D

Research Findings

Instrument I was used to have students assess the effectiveness of the program, compare its effectiveness with their previous school experiences, assess the instructional approaches used in the program, and assess its effect on their enjoyment of school. The students were asked to rank the program by giving each instrument item value points of 0 to 4 according to their perceptions of the degree to which the program was effective. The highest number of value points possible for each instrument was 44. The total number of value points possible for all returned instruments (15) was 660. A summary of the results is reported in Table A which provides measures of student perceptions. These findings convey numbers and percentages of rankings for each item in each category.

Instrument II was used to have parents assess the effectiveness of the program, compare the effectiveness with that of their children's previous school experiences, assess the instructional approaches used in the program, and assess its effect on their children's enjoyment of school. The parents were asked to rank the program by giving each instrument item value points of 0 to 4 to their perceptions of the degree to which the program was effective. The highest number of value points possible per instrument was 48. The total number of value points possible for all

Table A: Measures of Student Perceptions of Program Effectiveness

Items	Poor	Weak	Good	Very Good	Excellent
1A	0(0%)	3(20%)	5(33.3%)	5(33.3%)	2(13.3%)
1B	2(13.3%)	5(33.3%)	5(33.3%)	3(20%)	0(0%)
2	0(0%)	1(6.66%)	5(33.3%)	8(53.3%)	1(6.66%)
3	0(0%)	0(0%)	8(53.3%)	5(33.3%)	2(13.3%)
4	0(0%)	5(33.3%)	6(40%)	2(13.3%)	2(13.3%)
5	0(0%)	3(20%)	8(53.3%)	2(13.3%)	2(13.3%)
6	1(6.66%)	1(6.66%)	5(33.3%)	6(40%)	2(13.3%)
7	0(0%)	2(13.3%)	5(33.3%)	6(40%)	2(13.3%)
8	0(0%)	1(6.66%)	9(60%)	5(33.3%)	0(0%)
9	0(0%)	2(13.3%)	8(53.3%)	3(20%)	2(13.3%)
10	0(0%)	2(13.3%)	9(60%)	4(26.6%)	0(0%)
Total	3(1.8%)	25(16%)	73(44%)	49(29.2%)	15(9%)

N=15

returned instruments (15) was 720. A summary of the results is reported in Table B which provides measures of parent perceptions of the program's effectiveness. These findings report numbers and percentages of rankings for each item in each category.

Teachers and supervisors were asked to rate the degree of importance of its objectives and to rate the degree to which the program is meeting its objectives. Teachers and supervisors were asked to give each item of Instrument III value points of 0 to 4 according to their perceptions of the degree to which the program was meeting its objectives. The highest number of value points possible for each instrument was 80. The total number of value points possible for all returned instruments (26) was 2080. A summary of the results is reported in Table C which provides measures of teachers' and supervisors' assessment of the degree to which the program was meeting its objectives. These findings convey numbers and percentages of rankings for each item in each category.

Teachers and supervisors were asked to give each item of Instrument IV value points of 0 to 2 according to their perceptions of the degree of importance of the program objectives. The highest number of value points possible per instrument was 26. The total number of value points for all returned instruments (26) was 676. A summary of the results is reported in Table D which provides measures of

Table B: Measures of Parent Perceptions of Program Effectiveness

Items	Poor	Weak	Good	Very Good	Excellent
1A	0(0%)	0(0%)	3(20%)	10(66.6%)	2(13.3%)
1B	0(0%)	2(13.3%)	10(66.6%)	3(20%)	0(0%)
2A	0(0%)	0(0%)	12(80%)	3(20%)	0(0%)
2B	0(0%)	3(20%)	7(46.7%)	5(33.3%)	0(0%)
2C	0(0%)	0(0%)	13(86.7%)	2(13.3%)	0(0%)
3	0(0%)	0(0%)	10(66.7%)	2(13.3%)	3(20%)
4	0(0%)	0(0%)	12(80%)	3(20%)	0(0%)
5	0(0%)	1(6.7%)	10(66.7%)	2(13.3%)	2(13.3%)
6A	0(0%)	3(20%)	10(66.7%)	2(13.3%)	0(0%)
6B	0(0%)	8(53.3%)	7(46.7%)	0(0%)	0(0%)
6C	0(0%)	2(13.3%)	8(53.3%)	2(13.3%)	3(20%)
7	0(0%)	0(0%)	3(20%)	10(66.7%)	2(13.3%)
Total	0(0%)	19(11%)	105(58.8%)	44(24.4%)	11(6.1%)

N=15

Table C: Measures of Teacher and Supervisor Perceptions of the Degree to Which the Program Meets Its Objectives

Items	Poor	Weak	Good	Very Good	Excellent
1	0(0%)	0(0%)	11(42.3%)	10(38.4%)	5(19.2%)
2	0(0%)	0(0%)	13(50%)	8(30%)	5(19.2%)
3	0(0%)	0(0%)	15(57%)	8(30%)	3(11%)
4	0(0%)	0(0%)	21(80%)	2(7%)	3(11%)
5	0(0%)	0(0%)	21(80%)	5(19.2%)	0(0%)
6	0(0%)	0(0%)	1(3%)	21(80%)	4(15%)
7	0(0%)	0(0%)	4(15%)	18(69%)	4(15%)
8	0(0%)	0(0%)	2(7%)	20(77%)	4(15%)
9	0(0%)	0(0%)	14(53%)	6(23%)	6(23%)
10	0(0%)	0(0%)	13(50%)	7(27%)	6(23%)
11	0(0%)	0(0%)	17(65%)	6(23%)	3(11%)
12	0(0%)	2(7%)	16(61%)	3(11%)	5(19.2%)
13	0(0%)	1(3%)	0(0%)	18(69%)	7(27%)
14	0(0%)	0(0%)	12(46%)	11(42%)	3(11%)
15	0(0%)	0(0%)	8(30%)	16(61%)	2(7%)

Table C; continued

Items	Poor	Weak	Good	Very Good	Excellent
16	0(0%)	0(0%)	17(65%)	7(27%)	2(7%)
17	0(0%)	0(0%)	17(65%)	5(19.2%)	4(15%)
18	0(0%)	4(15%)	10(38.4%)	8(30%)	4(15%)
19	0(0%)	3(11%)	11(42%)	8(30%)	4(15%)
20	0(0%)	0(0%)	13(50%)	8(30%)	5(19.2%)
Total	0(0%)	10(1.9%)	236(45%)	200(38%)	79(15.1%)

N=26

Table D: Measures of Teacher and Supervisor Perceptions of the Degree of Importance of Program Objectives

Items	Not Important	Important	Very Important
1	0(0%)	12(46%)	14(53.8%)
2	0(0%)	12(46%)	14(53.8%)
3	2(7.6%)	13(50%)	11(42.3%)
4	2(7.6%)	12(46%)	12(46%)
5	0(0%)	8(30.7%)	18(69.2%)
6	3(11%)	9(34.6%)	14(53.8%)
7	2(7.6%)	18(69.2%)	6(23%)
8	0(0%)	17(65.3%)	9(34.6%)
9	1(3%)	20(76.9%)	5(19.2%)
10	2(7.6%)	20(76.9%)	4(15.3%)
11	7(26.9%)	15(57.6%)	4(15.3%)
12	6(23%)	15(57.6%)	5(19.2%)
13	9(34.6)	14(53.8%)	3(11%)
Total	34(10%)	185(54.8%)	119(35.2%)

N=26

teachers' and supervisors' assessment of the degree of importance of the program objectives. These findings report numbers and percentages of rankings for each item in each category.

Instrument V was used to have the evaluator assess the quality of these educational variables within the program: student motivation and actions, staff competence and interactions, physical classroom settings, educational materials, and educational program. The evaluator was asked to make 60 observational visits to the program over a two year period and to rate all the program variables during each visit by giving each instrument item a value of 0 to 4 according to his perceptions of the quality of the specified program variables. The highest number of value points possible per instrument was 64. The total number of value points possible for all returned instruments (60) was 3840. A summary of the results is reported in Table E which provides measures of the evaluator's assessment of the quality of the program variables. These findings report numbers and percentages of rankings for each item in each category.

Table E: Measures of Evaluator's Perceptions of Classroom Variables

Items	Poor	Weak	Good	Very Good	Excellent
1	0(0%)	0(0%)	10(30%)	32(53%)	18(17%)
2	0(0%)	4(6.6%)	9(15%)	16(26.6%)	31(51.8%)
3	0(0%)	1(1%)	2(3%)	10(17%)	47(78%)
4	0(0%)	0(0%)	8(13.3%)	52(86.7%)	0(0%)
5	0(0%)	0(0%)	11(18.3%)	49(81.7%)	0(0%)
6	0(0%)	0(0%)	50(83.3%)	10(16.7%)	0(0%)
7	0(0%)	0(0%)	39(65%)	21(35%)	0(0%)
8	0(0%)	2(3%)	12(20%)	40(66.7%)	6(10.3%)
9	0(0%)	0(0%)	36(60%)	24(40%)	0(0%)
10	0(0%)	5(8.3%)	40(66.7%)	15(25%)	0(0%)
11	0(0%)	1(1%)	39(65%)	20(34%)	0(0%)
12	0(0%)	2(3%)	6(10.3%)	52(86.7%)	0(0%)
13	0(0%)	1(1%)	2(3%)	46(76.7%)	11(18.3%)
14	0(0%)	0(0%)	8(13.3%)	52(86.7%)	0(0%)
15	0(0%)	0(0%)	12(20%)	48(80%)	0(0%)

Table E: continued

Items	Poor	Weak	Good	Very Good	Excellent
16	0(0%)	0(0%)	5(8.3%)	55(91.7%)	0(0%)
Total	0(0%)	16(1%)	289(30%)	552(57%)	113(12%)
N=60					

APPENDIX E

This rating sheet is presented to gain your perceptions of the importance of the BIPAS program objectives. Please read the attached objectives and use this form to rate their importance as you see them. Thank you.

INDIVIDUAL WORKSHEET

PROGRAM GOAL NUMBER One KEY WORDS BIPAS

Objective Number	Rating of Objectives and Tallies of Ratings		
	Not Important	Important	Very Important
	0	1	2
1			
2			
3			
4			
5			
6			
7			
8			

Individual Worksheet: continued

Objective Number	Rating of Objectives and Tallies of Ratings		
	Not Important	Important	Very Important
	0	1	2
9			
10			
11			
12			
13			

This form was adapted from Program Evaluator's Guide, The Evaluation Improvement Program.

OBJECTIVES FOR BIPAS

1. To utilize individual profiles based upon assessment information in structuring the educational plan for each child.

2. To develop students' skills in their deficit areas.

3. To have and to work cooperatively, available school personnel, specialists and parents to develop understanding of the child and promote services and follow-up needed by the child to compliment the school program.

4. To utilize objective data as a means of evaluating individual pupil growths and the efficacy of the placement.

5. To emphasize the development of language communication skills in English.

6. To provide opportunity for the development of parent participation in the educational program of their child.

7. To hold a minimum of two parent conferences per year for purpose of reporting progress of students.

8. To provide a written report to parents at district reporting periods.

9. To emphasize non-categorical services in programming to meet the individual needs with at least 50 percent of day in regular education classes.

10. To provide for staff participation in monthly in-service training for purposes of professional growth.

11. To utilize a teacher aide to better meet individual pupil needs.

12. To be eclectic in the utilization of material, methods, and techniques in providing an educational program for each student.

13. To provide skill development in language arts, reading and mathematics through instruction in prime language of the individual student.

APPENDIX F

Classroom Observation Instrument

Teacher_____

Observer_____

	RATING SCALE				
	Good	Adequate	Below Average	Poor	N/A
Students					
1. Students begin work with minimal teacher direction.					
2. Students concentrate on their own work with minimal distractions.					
3. Students seek out staff and other students for assistance.					
Staff					
4. Staff prepares material in advance and is available before and after class.					
5. Staff interacts appropriately with students at their level, in conversational manner, and with enthusiasm.					
6. Staff operates in team-like manner and assists each other as needed.					
Room					
7. Classroom zones and areas are well-defined for students and staff.					
8. Classroom is comfortable (temperature, visual displays, physical arrangements).					
9. Physical space is efficiently used by staff and students.					

Classroom Observation Instrument: continued

	RATING SCALE				
	Good	Adequate Average		Poor	N/A
Materials					
10. Materials are clearly marked and available to students.					
11. Books and other materials are displayed to catch student interest.					
12. Adequate materials are available for carrying out the program.					
Program					
13. Realistic student goals are encouraged and appear to be known by the students.					
14. Record-keeping procedures (attendance and student progress) are maintained and easily provide information to the staff all the time.					
15. Student programs are checked and modified as needed.					
16. Some evidence of the purpose and offerings of the program can be seen in the room or in the students' materials.					

APPROVAL SHEET

The dissertation submitted by Raymond Rodriguez has been read and approved by the following committee:

Dr. Robert C. Cienkus, Director
Associate Professor, Curriculum and Instruction
Loyola University

Dr. Barney M. Berlin
Associate Professor, Curriculum and Instruction
Loyola University

Dr. Vinicio Reyes
Lecturer in Curriculum and Instruction
Loyola University

The final copies have been examined by the director of the dissertation, and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

April 27, 1982 — Robert C. Cienkus

Date — Director's Signature